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Increasing Non-Academic Employee Engagement

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WESTERN UNIVERSITY

Professionally Marginalized and Disengaged:

Increasing Employee Engagement of Non-Academic Staff at a Canadian Higher Education Institution

by

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Abstract

The nature of administrative work in higher education institutions (HEIs) is changing. HEIs are operating within an environment of increasingly complex conditions, including increased demand for access to its services, reduced government funding, and increased internationalization and market competition. Consequently, administrative work in higher education has increased in complexity, as, too, has the talent required to execute this work. No longer are HEIs comprised of homogeneous talent; today, these entities are experiencing increased hiring of individuals in non-academic roles who bring diverse experience and skills. With this change in talent composition, this Organization Improvement Plan (OIP) focuses on a Canadian Research-Intensive University (RIU) that must now evaluate its human resource management (HRM) practices and determine how its talent development practices may be disabling the achievement of its organizational goals and objectives. The systemic influences of human capital economic theory and social exchange theory (SET) have resulted in RIU's non-academic talent being professionally marginalized. The professional marginalization practices of RIU result in lower levels of employee engagement, which brings significant risks, including increased talent attrition, decreased productivity, and disengaged leadership. It is in this context where the OIP for the RIU introduces a talent development solution to address the absence of evidence-informed strategic and integrated talent development practices to increase employee engagement.

Keywords: HEI, changing nature of work, employee engagement, talent development, HRM practices, professional marginalization

Executive Summary

Universities have been identified as the least engaged workplaces in the world (Gallup, 2017). This is a bold statement, and its implications are important to consider because universities are integral to developing current and future talent to the benefit of society. If the talent within universities is disengaged, what are the implications for the universities to deliver on their purpose?

This Organization Improvement Plan (OIP) outlines the context of a Canadian Research-Intensive University (RIU) whose employee engagement survey results presented that its non-academic staff, which represent 32.7% of its workforce population, are less engaged than their academic peers. With the aim to improve its employee engagement results, RIU committed to implementing human resource management (HRM) practices to reverse the trend of decreasing levels of employee engagement.

The Problem of Practice (PoP) is framed by a further global context which highlights that higher education institutions (HEIs) have deeply rooted systemic talent practices that adversely affect employee engagement outcomes and contribute to non-academic employees feeling undervalued and disengaged in their HEI workplaces. This OIP focuses on a talent development approach that works to evolve RIU's workplace conditions by facilitating the identification and alignment of professional learning to the relevant work-role activities of its employees, who are diverse in their experience, skills, knowledge, and needs.

In Chapter 1, a definition of employee engagement is provided and the organizational context of RIU and its functionalist paradigm are outlined. Human capital economic theory and social exchange theory (SET) provide two theoretical lenses through which to identify how academic work—teaching and research—has become increasingly complex to deliver and how this increase in work-task complexity has shaped the composition of HEI talent globally. Fulfilling HEIs' teaching and research missions today requires HEIs to recruit and develop diverse employee skills and competencies. The need for diverse talent skills and competencies has resulted in HEIs evolving from a homogeneous talent pool into a heterogeneous one. Additionally, in Chapter 1, the leader-member exchange (LMX) transaction theory is used to outline the importance of the leader-employee relationship to improving employee engagement. However, LMX comes with limitations, as the research advises that it can result in team behaviours, which can impede RIU's goal of improving employee engagement.

Chapter 2 introduces the process for how to lead change through the application of the Awareness, Desire, Knowledge, Ability, Reinforcement (ADKAR) change model—a directive model for change—which is supported by Appreciative Inquiry (AI)—an emergent model for change. Throughout Chapters 2 and 3, ADKAR serves as the model for the change pathway, the organizational analysis and change implementation, and the communications planning. Furthermore, Chapter 2 includes an exploration of four possible solutions to realize RIU's goal of improving employee engagement through HRM practices, and the rationale for the selection of one of these solutions is presented.

Finally, Chapter 3 of this OIP focuses on the practical implementation of the selected change solution that will assist RIU in reaching the envisioned state in which HRM practices and talent development structures are professionally inclusive, and the RIU leader identifies their role as leading talent as opposed to managing people as a resource expense. The solution that is recommended within this chapter focuses on raising awareness, building capacity, and developing capability for change. It serves the individual while being goal-oriented regarding the needs of the organization.

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Acronyms

ADKAR (Awareness, Desire, Knowledge, Ability, Reinforcement)

AI (Appreciative Inquiry)

CREW (Civility, Respect, Engagement in the Workplace)

HEI (Higher Education Institution)

HRM (Human Resource Management)

LMX (Leader-Member Exchange)

NPM (New Public Management)

OECD (Organisation for Economic Co-operation and Development)

OIP (Organization Improvement Plan)

PM (Professional Manager)

PoP (Problem of Practice)

POS (Perceived Organization Support)

RE-AIM (Reach, Effectiveness, Adoption, Implementation, Maintenance)

RIU (Research-Intensive University)

SET (Social Exchange Theory)

VUCA (Volatility, Uncertainty, Complexity, Ambiguity)

Chapter 1: Introduction and Problem

This OIP is based on a Canadian Research-Intensive University, herein referred to as RIU, whose 2015-2017 employee engagement survey data identified that segments of its non-academic employee pool are less engaged than its academic employee pool. As a follow-up to the survey, from 2016 to 2017, RIU conducted a review of its human resource management (HRM) practices and outlined an employee development plan with the goal of improving its employee engagement.

In this chapter, a definition of employee engagement will be provided and the organizational context of RIU will be discussed in conjunction with global conditions that influence higher education institutions' (HEI) talent development approaches as viewed through two theories: human capital economic theory and social exchang theory (SET). In addition, my personal position as an institutional leader, as well as the articulation and framing of the Problem of Practice (PoP), will be outlined.

Employee Engagement Defined

At the beginning of the 21st century, employee engagement emerged as a concept with the convergence of human capital economic theory and increasing scientific interest in positive psychology (Schaufeli, 2011; Saks, 2006, 2019). From this convergence, interest in employee psychology materialized because organizations needed to consider how to efficiently manage their human capital expenditure while simultaneously increasing their organizational productivity (Schaufeli, 2011). The human capital equation of producing more output with less employees translates into organizations having "no choice but to try to engage not only the body, but also the mind and the soul of every employee" (Ulrich, 1997, p. 125).

Over the years, researchers have measured employee engagement by using three different approaches: (1) engagement as a description of workplace conditions; (2) engagement as a behavioural outcome; and (3) engagement as a psychological presence (Kahn, 1990; Saks, 2006, 2019; Macey and Schneider, 2008; Bakker & Demerouti, 2008). As a result, employee engagement is defined as a blend of three key concepts: (1) job satisfaction; (2) commitment to the organization; and (3) an employee's discretionary effort to go beyond their job description responsibilities (Schaufeli, 2011).

For the purposes of this Organization Improvement Plan (OIP), employee engagement is defined as the level of trust an employee has with their organization as represented by the quality of the relationship with organizational leadership and the work ethic, i.e., discretionary effort and commitment, the employee brings to the work exchange (Cropanzano & Mitchell, 2005; Schaufeli, 2011; Saks, 2006; Kahn, 1990). This definition draws from the approach of *engagement as a psychological presence* (Kahn, 1990) and aligns with the theoretical frameworks of human capital economic theory and social exchange theory which underpin the Problem of Practice (PoP). These theories, in relation to employee engagement, and the RIU context, will be reviewed further in this chapter.

Organizational Context

RIU is a Canadian university which serves both undergraduate and graduate students and has over 10,000 faculty and staff members. RIU's employee population has two classifications: *academic* and *non-academic*. The academic classification refers to faculty and faculty administration, and the non-academic classification refers to professional roles commonly found within functional services and/or auxiliary service centres, e.g., marketing, advancement, finance, IT, and student affairs. Currently, 32.7% of RIU's workforce is categorized as non-academic, of whom 6% are identified as *professional managers* (PMs) (RIU HR website, 2020). The PM role within RIU is responsible for leading teams and serving as the organization's operational mechanism for advancing institutional priorities and objectives.

As per the definition provided, employee engagement is influenced by the quality of relationship an RIU employee has with their RIU manager. For this reason, the PM role is highlighted within RIU's organizational context because this role is critical to the university's employee engagement improvement plan which will be referenced further in this chapter.

The 2015-2016 RIU employee engagement survey results indicated that employees classified as non-academic were less engaged than their academic peers (RIU website, 2016; RIU union newsletter, 2016). The RIU employee engagement survey measures employees' responses to a series of questions pertaining to levels of satisfaction with the job-role, the work environment—inclusive of experience with manager—and perceived support and benefits provided by the organization (RIU website, 2016; RIU union newsletter, 2016). In identifying that non-academic employees are less-engaged at RIU than their academic peers, suggests that non-academic employees are less-satisfied with their job-role, their work environment and organizational support structures than their academic peers. In consideration of these survey insights, RIU committed to improving its employee engagement results through the implementation of select HRM practices (RIU HR report, 2017; RIU HR website, 2020).

RIU's emphasis on HRM practices aligns with its executive leadership's communication about talent. RIU's President has frequently communicated that universities are integral to developing talent and to develop talent, universities must work strategically and effectively attract and retain talent (RIU professional conference, 2019). In 2017-2018, RIU committed to all its employees that it would: (1) reinforce the role that managers have in supporting and facilitating staff participation in professional learning; (2) develop a career development program that would support all employee groups in their career growth; and (3) broaden senior leadership development (RIU HR website, 2020). These commitments all require strong leadership capabilities and support. From these commitments, it is reasonable to assume that RIU considers its leaders to play an integral role in implementing its selected HRM practices to improve employee engagement because these practices rely on the quality of the relationship between a RIU manager and RIU employee to be effectively experienced.

While RIU is placing an emphasis on talent development and engagement initiatives, it is doing so within an organizational structure that is a coherent hierarchical systems machine focused on achieving tasks, goals, aims, and objectives (Morgan, 2006). The predominance of the academic and non-academic binary to classify RIU's employees, which is a hierarchical bureaucratic construct, provides a contextual clue that the organization adheres to a functionalist paradigm (Kezar, 2018; Manning, 2018). RIU is a rational bureaucratic organization that follows three basic principles as outlined by Loncar (2005):

> Formalization (rules, procedures, policies, reports given in a standardized written form), instrumentalism (organization is an instrument or machine which transforms tasks into achievable goals in a routinized, algorithmic and predictable way) and rational-legal authority (authority is based on formal position, which is derived from objective personal qualifications and merits as opposed to nepotism, tradition or charisma). (p. 107)

Given RIU's articulation of talent development and engagement commitments, as well as the fact that the organization needs leaders who will support staff in their professional learning and career progression goals, this functionalist paradigm poses a challenge (Brink, Fruytier, & Thunnissen, 2012; Figueroa, 2015; Hollis, 2015). With such a structural and hierarchical system there exists cultural rigidity, which can run counter to modern approaches to talent development and engagement (Attridge, 2009; Gallup, 2017; Mercer Report, 2019). In the context of RIU, professional managers (PMs) are rewarded as managers or supervisors, not leaders (Sebalj, Holbrook, & Bourke, 2012; Ryttberg & Geschwind, 2017). PMs manage a unit's outputs and monitor the resources required to deliver these outputs, thus ensuring cost efficiencies. In this context, RIU employees are a human capital resource that require managing and monitoring as a priority, not engaging and leading (Manning, 2018; Mansour, Heath, & Brannan, 2015; Greene & Lasher, 2001; Dundar & Lewis, 2001).

In a functionalist paradigm, HRM adopts the "view of people as resources to control in the achievement of cost effectiveness and market-led goals" (Holmes & McElwee, 1995, p. 6). This view, as I will present later in this chapter, is an example of how human capital economic theory influences goals, processes, and people practices across HEIs globally, including RIU.

To organize and manage its human capital, RIU uses the academic and non-academic binary (Biddle & Holden, 2017; Manning, 2018; Conway, 2012). However, to improve the performance of its human capital resources, i.e., employee output, it now needs to apply talent development practices that can improve the social exchange, i.e., the quality of the relationship, between managers and employees so as to increase engagement and employee productivity (El-Ghalayini, 2017; Mansour et al., 2015). For RIU, these practices include professional learning, career development, and senior leadership development (RIU HR website, 2020).

I will also discuss in this chapter the context of RIU's functionalist paradigm through the lens of human capital economic theory and social exchange theory (SET). Human capital economic theory provides insights into the roots of the academic and non-academic division of labour in HEIs, as well as the increased complexity of academic work outputs—teaching and research—which in turn inform RIU's context and the proposed problem of practice (PoP). Additionally, SET, which is derived from economics, provides a theoretical lens through which to view how an HEI's relationship with its labour can enable academic work outputs while minimizing organizational costs and improving productivity. Together, human capital economic theory and SET will inform the organizational lens of the PoP. First, however, I will review my leadership position in conjunction with the leadership theory of leader-member exchange (LMX).

Leadership Position and Statement

Within RIU, I lead a continuing education division whose institutional mandate is to develop alternate revenue sources via: (1) professional learning services, e.g., learner enrollment fees for professional education courses; (2) international education services, e.g., client fees for organization development services; and (3) innovation services, e.g., programming and funding for entrepreneurship initiatives. My division is categorized as a cost-recovery unit and is responsible for developing and delivering revenue for RIU while ensuring that all unit operating costs, such as personnel, facilities and technology, are covered and managed independently from the institution.

While I lead the development of these professional and organization education services for external client organizations, inside RIU, I serve as an organization development consultant who informs and guides professional learning and organization development approaches and methods. Therefore, my leadership position is two-fold; it is: (1) a formal unit head and titled leadership position; and (2) an informal, non-titled, internal learning and development role.

In my formal leadership position, I am categorized by RIU as a non-academic, non-unionized professional manager (PM). In my informal leadership role, I occupy a third space (Whitchurch, 2009) somewhere between the academic and non-academic binary of RIU's structure. Through my relationship -building efforts I am able to influence and support RIU's employee development approaches.

Leadership lens: Leader-member exchange (LMX). LMX is directly linked to social exchange theory (SET), which I will review later in this chapter, because it is a transactional theory. Transactional leadership implies a social contract, meaning that if a follower goes along with what a leader wants done, that follower will receive certain rewards (Breevaart, Bakker, Demerouti, & van Machteld, 2015; Burch & Guarana, 2014). In a workplace context, these rewards constitute compensation, retaining employment, promotion, etc. (Cropanzano & Mitchell, 2005; Shore et al., 2004).

The goal of LMX theory is to explain the effects of leadership on members, teams, and organizations. LMX research concludes that the work-related attitudes and behaviours of an organization's employees depend on how those employees are treated by their leader (Audenaert, George, & Decramer, 2017; Breevaart et al., 2015; Oreg, 2006). Stemming from the theoretical constructs of human capital economic theory and SET, effectively engaging HEI labour to sustain and advance complex work outputs requires a quality relationship between the worker and the organization (Cropanzano & Mitchell, 2005; Breevaart et al., 2015; Laschinger et al., 2012). How an employee perceives the quality of their relationship with their organization relies heavily on the quality of the relationship they perceive they have with their immediate leader (Cropanzano & Mitchell, 2005; Shore et al., 2004; Breevaart et al., 2015; Laschinger et al., 2012). When the relationship quality is high, it can affect the entire work experience positively, improving team and unit performance and workplace engagement outcomes (Cropanzano & Mitchell, 2005; Gerstner & Day, 1997; Oreg, 2006; Bauer & Green, 1996; Breevaart et al., 2015).

As an RIU leader, and in consideration of RIU's functionalist paradigm, LMX serves to orient my leadership practice by advising that leader behaviours and methods are locally experienced by direct reports and that local experience translates into organizational outcomes. Like compound interest, one thoughtful local investment can multiply and develop significant systems' rewards. With this consideration, I present the dimensions for LMX as a lens through which to consider how my leadership practice is realized and shaped in the functionalist organizational context of RIU.

LMX dimensions and leadership position. According to Davis, Wong & Laschinger (2011), there are four dimensions to establishing a high-quality LMX relationship and these are presented as: (1) *contribution*, the effort applied to perform the work; (2) *loyalty*, the demonstration of mutual support in the relationship between the leader and member; (3) *affect*, the interpersonal attraction between the leader and member; and (4) *professional respect* which "refers to the degree to which each member of the dyad has built a credible reputation" (Davies, Wong, & Laschinger, 2011, p. 634). I use these four dimensions as a means to reflect and self-check leader behaviour that can contribute, inadvertently, to deepening team inequity and run counter to the organizational commitments of equity, diversity, and inclusion.

Davis et al's (2011) four LMX dimensions can be achieved with a commitment to participatory practices (Hassenforder, Smajgl, & Ward, 2015). By committing to participatory practices such as co-construction of solutions, transparency in information, responsiveness to questions, and encouragement of diverse voices, I can encourage productive *contribution* and *loyalty* to work processes and reinforce positive *affect* and *professional recognition* for all. At the core of all of this is the establishment of trust, which LMX research advises is the glue that binds (Cropanzano & Mitchell, 2005; Krishnan, 2005; Laschinger et al., 2007; Power, 2013). The key is for a leader is to be mindful that trust is not only established through personal interactions, but can also be established by developing organizational processes, tools, and communications which are guided by participatory principles.

As previously articulated, LMX theory emphasizes the criticality of trust-building within the leader-member relationship (Bauer & Green, 1996). In consideration of the OIP definition of employee engagement—the level of trust an employee has with their organization as represented by the quality of the relationship with organizational leadership—I look to Bauer & Green's (1996) insights into the three levels of trust. The three levels of trust are categorized as: (1) *cognitive*, which evaluates if the other party is trustworthy; (2) *behavioural*, which determines the level of risk involved to trust the other party; and (3) *affective*, which considers the emotional connection that develops between both parties over time (Bauer & Green, 1996). Empirical evidence advises that the cognitive level does in fact precede affective levels of trust; meaning there needs to be indicators of trustworthiness before an interpersonal connection can develop (Bauer & Green, 1996). These three levels of trust can be developed through transparent communication practices, which can ameliorate the cognitive level; leader modeling can support the behavioural level, and leader consistency enables the affective level (Cropanzano & Mitchell, 2005; Krishnan, 2005; Laschinger et al., 2007; Power, 2013). Yet, developing these levels of trust equivalently across a team, poses a leadership challenge.

LMX theory further advises that leaders do not treat their direct reports the same; they form trust and respect-based relationships with some members of their team, but not others (Estel, Schulte, Spurk, Kaufeld, & Wakefield, 2019; Burch & Guarana, 2014). This is because relationship development is resource-intensive, and it requires significant commitment from the leader. It is not feasible that a leader will have enough personal resources to be experienced equivalently by all their team members (Estel et al., 2019; Burch & Guarana, 2014). As a result, differentiation exists in the experience employees have with their leader (Estel et al., 2019; Burch & Guarana, 2014; Cropanzano & Mitchell, 2005). Differentiation in the employee experience, resulting from the lack of leader resources, can be mitigated through organizational supports like the HRM practices RIU is working to implement.

The primary implications of LMX theory on my leadership position are two-fold: I need to be aware that my leadership resources are limited; and I need to consider methods that I can use to maximize the effective distribution of my leadership resources and ensure that the commitment to relationship-building and trust continues. I also need to be mindful that my efforts to create strong relationships can lead to me preferring some team members over others, resulting in *in-groups*, i.e., colleagues who align to me, and *out-groups*, i.e., colleagues who may think or work differently than me (Estel et al., 2019; Burch & Guarana, 2014). If these are not considered, I risk creating workplace conditions that contribute to decreasing engagement levels of RIU talent.

Leadership Problem of Practice

An emerging challenge for HEIs is decreasing levels of employee engagement among non-academic staff compared to their academic peers. In many HEIs, the work environment of employees classified as non-academic staff underutilizes their capabilities and their capacity to contribute to academic work activities and the broader purpose and goals of the HEI. This results in these professionals feeling excluded, devalued, and disengaged. Decreasing levels of HEI employee engagement is emerging at a time when the academic and non-academic work-role binary is blurring, as the nature of academic work is becoming increasingly complex to deliver. The changing nature of academic work requires that HEIs adopt well-developed talent engagement and development approaches to both attract and retain the diverse talent capabilities needed to deliver their organizational missions and mandates. Effectively implementing current talent engagement methods requires strategic HRM practices, as well as strong management cadence, leadership capabilities, and strategic professional learning and development methods. As a divisional leader responsible for leading professional learning services as well as informally supporting the organization internally, the PoP to be addressed here is the absence of strategic and integrated talent development practices required to improve employee engagement in a Canadian HEI.

Framing the Problem of Practice

The problem of practice (PoP) is framed by two theoretical lenses: human capital economic theory and social exchange theory (SET). The human capital lens provides insights into how the nature of HEI work has increased in complexity and the implications that this complexity has on its greatest expenditure: its employees. The SET lens focuses on the dynamics of people relationships and the factors that enable and disable them. In the workplace context, SET research has identified HRM practices that can greatly influence the relationship dynamics in an organization and thus affect employee engagement (Shore et al., 2004; Cropanzano & Mitchell, 2005; Breevaart et al., 2015; Schaufeli, 2015).

Fundamentally, HEIs are people-intensive enterprises; they develop human capital for the global workforce, and they acquire human capital to achieve their missions, goals, and objectives (Loncar, 2005; Dundar & Lewis, 2001; Greene & Lasher, 2001). Human capital is an HEI’s greatest asset and greatest expenditure. Decreasing employee engagement is a sign that an organization’s human capital risks reducing its productivity, which presents a significant cost-risk to the organization (Meyer, 2016; Mercer Report, 2019). In Chapter 3, I will outline a method to calculate the Canadian HEI cost of employee disengagement as an illustration of the cost implications for RIU.

As discussed earlier, RIU is a functionalist organization that places an organizational focus on its HRM practices to improve its employee engagement. Its functionalist operations, structures, and behaviours are key considerations in this process. In the next section, I explore how the effects of human capital economic theory and SET manifest in the functionalist context of RIU.

Human capital economic theory. Universities globally are competing for highly qualified professionals and as a result attracting and retaining talent is materializing as a key focus of HRM practices in HEIs (Brink et al., 2012). The 2016 *Employee Engagement and Retention in Higher Education* survey identified that employee recruitment and retention is a challenge for the higher education sector in North America, inclusive of Canada. By these survey results, 61% of institutions indicated difficulty in recruiting and retaining top faculty and staff (Meyer, 2016). Additionally, while 70% acknowledged the correlation between employee engagement and retention, fewer than 30% of North American HEIs have implemented employee engagement programs (Meyer, 2016). Also, HEIs do not see the correlation between employee engagement and student success which further results in HEIs struggling to buy into the design and implementation of talent engagement mechanisms (Wasilowski, 2016; Meyer, 2016; Blackmore Chambers, Huxley, & Thackwray, 2010).

Human capital is defined as the stock of competencies, i.e., knowledge, skills, and behaviours, embodied in peoples' ability to perform labour so as to produce economic value (Dundar & Lewis, 2001). Human capital economic theory is as active in our political discourse about education today as it was in the 1960s when Gary Becker introduced a framework that connected the relevance of education to the development of human capital (Biddle & Holden, 2017).

In influencing political discourse and education policy, human capital economic theory has shaped the governance and fiscal management of HEIs for many decades, as governments worldwide have worked to measure, assess, and manage public investment in post-secondary education by utilizing human capital development principles, concepts, and models (St. John & Paulsen, 2001; Peters, 2013). According to St. John & Paulsen (2001), there are numerous examples where human capital principles are applied to higher education measures such as the salary earnings differentials of secondary school graduates compared to post-secondary school graduates as well as the average investment in post-secondary education as measured by family income levels.

In addition to these societal measures, human capital economic theory provides a theoretical lens through which to understand: (1) the increased complexity of academic work outputs; and (2) the implications of increased work complexity, i.e., the increase in competencies to perform academic work outputs (Loncar, 2005; Dundar & Lewis, 2001; Greene & Lasher, 2001; Biddle & Holden, 2017).

Decreasing employee engagement risks increasing costs. The conversation about employee engagement is gaining traction in HEIs as these organizations develop their knowledge and comprehension of the conditions that impact employee engagement and the corresponding workplace initiatives to implement for improvement and measures to chart progress (Lederman & Jaschik, 2015; Takagi, 2015; Takawira, Coetzee, & Schreuder, 2014). HEIs are vulnerable to losing talent to other HEIs and the private sector because they both employ and "produce highly-skilled and enlightened intellectual capital for social transformation and economic development of a nation" (Takawira et al., 2014, p. 2). Identifying and applying practices to attract and retain HEI talent are critical to mitigating costs and ensuring the sustainability and advancement of post-secondary institutions' missions and mandates. Factors that risk talent attrition include HEI professionals reporting a poor sense of value, few career growth opportunities, little support for learning development opportunities, and low compensation—factors which leadership practices can effectively manage (Takagi, 2015; Takawira et al., 2014; Meyer, 2016; Lederman & Jaschik, 2015).

Academic work is a complex service to deliver. Within the context of human capital economic theory arises the practice of New Public Management (NPM)—an approach to managing public services that originated in the UK and influenced Canada and Australia in the 1980s. NPM introduced traditional private-sector management practices, such as setting targets, managing organization performance, and introducing rewards-based compensation packages and short-term contracts for labour, to public-sector institutions (Sultana, 2012; Peters, 2013; Austin & Jones, 2016; Busch, 2017; Kezar, 2018). With the influence of NPM, HEIs have experienced increased requirements to effectively manage the efficiency and effectiveness of their respective enterprises while experiencing a decline in government funding (Sporn, 2006; Sultana, 2012; Austin & Jones, 2016; Manning, 2018; Kezar, 2018). For HEIs globally, there is a trend of increasing total revenues from sources other than government funding and student tuition fees which has promoted HEI entrepreneurial behaviours (St. John & Paulsen, 2001). To generate revenue, HEIs have increased the reach of their education services through activities such as internationalization strategies, which attract more students and higher tuition fees, and research partnerships, which attract industry investment and big philanthropy (Wasilowski, 2016; Loncar, 2005; Dundar & Lewis, 2001).

RIU has expanded its funding options and is managing operations budgets by increasing student tuition and incidental fees, increasing reliance on fundraising activities, and increasing expectations regarding auxiliary units, such as continuing education divisions (Greene & Lasher, 2001). By expanding their funding options, RIU is, in effect, delivering multi-product outputs, e.g., teaching, research, and public service, that further contribute to its costs and increase the complexity of its academic work output (Dundar & Lewis, 2001; Greene & Lasher, 2001; Wasilowski, 2016). The implications of developing and delivering multi-product education services (Wasilowski, 2016; Loncar, 2005; Dundar & Lewis, 2001; Greene & Lasher, 2001) are two-fold: (1) the change in workforce skills required to deliver these services is resulting in greater workforce labour diversity (Takagi, 2015; Sebalj et al., 2012; Conway, 2012); and (2) greater workforce diversity requires the adoption of more complex HRM practices to meet labour needs and enable continued work outputs (El-Ghalayini, 2017; Brink et al., 2012; Mansour et al., 2015).

HEI talent is diversifying. With an increasingly complex HEI education services model, the talent composition of our HEIs is changing, as evidenced by the growth of the non-academic employee segment in the sector. In some OECD countries, the non-academic employee segment currently comprises upwards of 55% of the HEI sector workforce (Gander, 2017). At RIU, as previously shared, 32.7% of its workforce is categorized as non-academic (RIU HR website, 2020).

Whitchurch (2009, 2012, 2013, 2019) refers to this traditionally categorized non-academic talent pool as *blended professionals*. According to Whitchurch (2009), blended professionals are often recruited and hired as a result of their extensive professional experience and “academic credentials in the form of masters degrees and doctorates, although they [are] not employed on academic terms and conditions" (p. 408). While blended professionals have often studied to achieve an advanced academic credential, such as a doctorate, to fit-in to the HEI workplace and seek opportunities for career advancement, because they are employed and categorized as non-academics their credentials—and corresponding experience—are often overlooked and deemed irrelevant (Conway, 2012; Ryttberg & Geschwind, 2017; Szekeres, 2011; Takagi, 2015). Additionally, while Busch (2017) considers the rise of administration managers as a negative output of neoliberalism, Ryttberg and Geschwind (2017) offer that blended professional talent, "which has previously been seen as a peripheral function, has now become more of a central one when fulfilling these new demands [of higher education] and, thereby, has also become essential for success of teaching and research" (p. 334).

The increase of blended professional (Whitchurch, 2009, 2012, 2019; Szekeres, 2011) talent in HEIs is a result of increasingly complex education service outputs. Historically, HEI talent has been homogeneous, and with this shift to producing complex education services, the talent composition is now more heterogeneous (Conway, 2012; Sebalj et al., 2012). This talent mix now challenges traditional HEI HRM practices and raises questions of professional identities in HEIs, as talent is unclear where and how it "fits in" (Whitchurch, 2009, 2012, 2019; Ryttberg & Geschwind, 2017; Szekeres, 2011). In functionalist organizations such as RIU, how the organization segregates its labour, and corresponding HRM practices, presents a critical cultural context from which to address the PoP, which is the absence of strategic and integrated talent development practices required to improve employee engagement.

Academic and non-academic segmentation of labour. As previously outlined, through the lens of human capital economic theory, talent is an HEI's greatest expenditure and an expense that needs to be monitored and managed (Kezar, 2018; Manning, 2018; Szekeres, 2011). The academic and non-academic binary that RIU applies to organize its talent is an HRM practice and an inherent feature of organizational bureaucracy, with ties to human capital theory (Mansour et al., 2015). To efficiently manage human capital outputs, well-articulated job task boundaries need to be established so as to “avoid repetition, map out clear lines of communication and effort, and delineate responsibility” (Manning, 2018, p. 21). The academic and non-academic categorization is applied to facilitate the communication of job-task parameters so as to best monitor and manage labour (Kezar, 2018; Manning, 2018; Szekeres, 2011; Mansour et al., 2015)

The spirit of efficiency, represented by organizing labour according to the academic and non-academic binary, suggests RIU’s structural acceptance and promotion of in-groups and out-groups (Estel et al., 2017). I outlined earlier how LMX, as a leadership theory, serves to remind leaders how, at the individual level, leader behaviour can create conditions for in-group and out-group team members. However, organizationally, RIU has an employee categorization structure in place that further promotes in-group and out-group constructs.

The negative qualifier on the naming convention, *non-academic*, is an exclusionary practice (Szekeres, 2012; Sebalj et al., 2012) that research suggests contributes to employee frustration and disengagement (Conway, 2012; Sebalj et al., 2012; Whitchurch, 2013, 2019). By the naming convention, RIU’s non-academic employees are an “out-group”. Research advises that decreasing HEI employee engagement is a result of non-academic staff identifying as second-class citizens in their organizations (Szekeres, 2011; Ryttberg & Geschwind, 2017) because they perceive that their skills and academic credentials are disregarded by their academic peers (Conway, 2012; Whitchurch, 2013, 2019; Takagi, 2015; Sebalj et al., 2012). In essence, non-academic employees do not know where they fit in; they are an out-group.

Further, the current collegium membership of HEIs is that of academics; non-academics are not included in this membership construct. According to Austin and Jones (2016), collegiality is “a collective process for decision-making in which academics play an integral role” (p. 125) and in this space there is no recognized place for non-academic employees. The HEI collegium is the non-academic workplace “glass ceiling”; the collegium is an invisible barrier that prevents non-academic professionals from fully contributing their talent and further developing their capabilities to achieve, grow, and advance.

Social exchange theory (SET). With increased work complexity and talent diversity, HEIs must consider how best to ensure that the execution of work outputs meets organizational goals and targets. As talent is an HEI’s greatest expenditure, human capital economic theory leads to the question of how an organization can achieve the greatest possible output from its labour. It is here where SET presents insights into the connection and need for employee engagement to achieve complex HEI work outputs (Almaaitah, Harada, Sakdan, & Almaaitah, 2017).

SET focuses on the dynamics of relationships in which the relationships that are created and maintained are the ones that will maximize reward and minimize cost (Homans, 1958; Blau, 1964). SET suggests that although the formal or contractual relationships in employment are economically driven, there is a social, evolving element to workplace relationships (Almaaitah et al., 2017; Cropanzano & Mitchell, 2005). It is this social element that is critical to employee engagement, which for this OIP is defined as the level of trust an employee has with RIU as represented by the quality of the relationship with organizational leadership and the work ethic, i.e., discretionary effort and commitment, the employee brings to the work exchange (Cropanzano & Mitchell, 2005; Schaufeli, 2011; Saks, 2006; Kahn, 1990).

Next, I will review SET in the context of the employee relationship with the organization and the employee relationship with the organizational leader.

The organization-employee relationship. Through the SET lens, social exchanges are characterized by interdependence, where both parties acknowledge a need for one another, and are regulated by norms such as reciprocity, e.g., when an individual does another a favour, there is an expectation of a future return (Audenaert et al., 2017; Cropanzano & Mitchell, 2005). In the employment relationship context, when individuals receive economic and socio-emotional resources from their organization, they feel obliged to respond in kind and repay the organization (Cropanzano & Mitchell, 2005), and "one of the ways to repay the organisation is employing greater levels of engagement" (Aggarwal, 2007, p. 318). SET suggests that if employees perceive that the organization has provided them more than it promised or agreed to provide, they experience a positive imbalance in the social exchange relationship. When in a state of positive imbalance, employees are more likely to attempt to reciprocate by increasing their contributions to the organization (Aggarwal, 2007; Audenaert et al., 2017; Cropanzano & Mitchell, 2005). By presenting three commitments grounded in professional learning, career development, and leadership development, RIU is drawing upon HRM practices that evidence suggests will improve the quality of the exchange between itself and its non-academic employees, thus increasing the level of trust an employee has with RIU.

The formation of the RIU and employee exchange relationship begins during the recruitment and selection process and continues throughout the employee's tenure in the organization (Knight, 2013; Karambelkar & Bhattacharya, 2017). Human capital economic theory illustrates that workplace relationship exchanges are economically driven; the organization provides a financial reward, i.e., compensation, in exchange for the employee's skills and knowledge (Bornay-Barrachina, Rosa-Navarro, López-Cabrales, & Valle-Cabrera, 2011). Yet, how does this economically driven understanding relate to employee engagement? Kahn (1990), who is credited with articulating the dimensions of employee engagement, holds that an employee can be physically, emotionally, or cognitively engaged at work, and the more engaged they are in each of these dimensions, the higher their overall personal engagement with the organization will be (Kahn, 1990; Aggarwal, 2007).

The leader-employee relationship. Research indicates that "the quality of the leader-follower relationship is a key antecedent for follower engagement ... A better relationship with the leader will cause followers to reciprocate with higher levels of personal investment in the job" (Burch & Guarana, 2014, p. 9). As previously articulated, trust serves as a linchpin in the relationship and helps enhance the quality of the exchange (Audenaert et al., 2017; Burch & Guarana, 2014; Cropanzano & Mitchell, 2005). In this context, an HEI's HRM practices play a significant role in shaping the relationships between employers and employees (Brink et al., 2012; El-Ghalayini, 2017; Holmes & McElwee, 1995; Mansour et al., 2015). HRM policies and practices are a resource that the RIU leader can draw upon to effectively demonstrate support to the employee. However, in the context of RIU, there is evidence of a leader-implementation gap with HRM resources and practices which I articulate as the absence of strategic and integrated talent practices.

Absence of strategic and integrated talent practices. Current HEI organizational learning solutions do not consider the current skill needs of talent to navigate the complexity of academic work. Today, like all professionals navigating a VUCA world, academic workers and leaders require a broad set of skills and capabilities that "equate to a new academic literacy" (Blackmore et al., 2010, p. 110). Additionally, an HEI "will most effectively increase its capacity to learn and change if the members of that organization are actively and intelligently engaged and constructing a shared understanding of their purpose and priorities” (Blackmore et al., 2010, p. 110).

Talent development is not an organizational strength of HEIs. Compared to other education sectors, such as K-12 and workplace learning, the post-secondary sector does not have well developed learning and development supports for staff (Whitchurch, 2019; Blackmore et al., 2010). RIU has historically offered internal professional learning courses and supported individual interests to participate in formal learning activities; however, what is lacking is connection- and meaning-making between the individual’s learning needs and the organizational learning/talent system (Whitchurch, 2019; Djordjevic et al., 2011; Blackmore et al., 2010). As Blackmore et al., advise: “Development by the organization without reference to the individual and development by the individual without reference to the organization are both dead ends”; professional learning needs to be contextualized (2010, p. 111). Employee learning and organization context are interconnected and interdependent, and while there are challenges to facilitating development at both the local and systems levels, education research suggests that within the individual and organizational development systems, there exists malleability—and opportunity—if hybrid approaches can be determined (Crossan, 1999; Blackmore et al., 2010).

Because they are rooted in the functionalist paradigm of RIU, HRM practices are control-oriented, and this is problematic given the volatile environmental conditions and changing nature of work that HEIs are currently facing (Bornay-Barrachina et al., 2011; El-Ghalayini, 2017). As outlined earlier in this Chapter 1, HEIs are operating in environments which are increasingly complex as evidenced by increasingly diverse services delivery, reduced government funding, increased internationalization and market competition (Dundar & Lewis, 2001; Greene &

Lasher, 2001; Kezar, 2018; Manning, 2018). In such environments, flexibility and organizational nimbleness are crucial assets. However, bureaucratic organizations which are inherently control-oriented, risk failing because their cultures are often “bound to create, at best, bureaucratic rigidity, and, at the worst extreme, counter organizational subgroups” (Schein, 2016, p. 345).

With respect to HRM practices, however, RIU’s HR policies date back to the mid-2000s, and the only visible update and/or change in practice has been a technological one in which HR adopted the learning management system for internal application. Through the brief scan of policy and communications documentation, there is little in the way of an example of RIU experience with talent engagement change.

In an era of expected effective management of public money and when labour costs are the largest expenditure for HEIs, employee engagement is gaining sector attention. Historical, social, and environmental conditions, such as the influences of collegiality, NPM, dual governance authority, and professional/administrative bureaucracy (Kezar, 2018; Manning, 2018; Sultana, 2012), have shaped the approach to HEI talent management practices, as evidenced by RIU’s HR structure and the permeance of the non-academic/academic talent binary.

Guiding Questions Emerging from the Problem of Practice

From the POP, there emerges the following set of guiding questions:

1. How can RIU meet the diverse needs of the employees within its functionalist paradigm? In Chapters 2 and 3, I outline solutions that apply a lens to individual, team, and organizational needs and how to integrate these levels within the change approach. Further, in Chapter 3, the solution for implementation is designed with the intention of navigating these three levels.

2. What types of structures, processes, and approaches can be built upon to improve talent development approaches? Given the success of RIU, while this chapter outlines contextual challenges, it is important to approach change from a strengths-based orientation. In Chapter 2, the proposed change model is further oriented by Appreciative Inquiry (AI)—a strengths-based approach—that research advises has proven successful in advancing post-secondary systems in their improvement pursuits. RIU has many strengths from which to pull from, and it will be imperative to highlight and honour these strengths in the change approach and implementation.

3. How can RIU prepare its leaders to identify how their leadership practices are integral to improving individual and team relationships so as to achieve team and organizational goals? As discussed in this chapter, RIU relies on the capacity and capability of its leaders to enable the HRM practices it has committed to implementing. This will require re-establishing a conversation on leadership in the RIU context. In Chapter 3, the proposed solution presents a leadership engagement and development approach that anchors leaders in talent data to connect concretely to talent development needs.

4. How can RIU determine which talent practices are of greatest impact? RIU has outlined HRM practices that research suggests have the greatest probability of improving employee engagement. However, context matters, and RIU will require a flexible and informative feedback mechanism and evaluation method to gain insights into the effects of the talent practices being implemented. In Chapter 3, I present the Reach, Effectiveness, Adoption, Implementation, Maintenance (RE-AIM) evaluation model as an evaluative tool to help determine which practices are proving most helpful.

Leadership-Focused Vision for Change

Currently, a talent segment of RIU's workforce is indicating lower levels of engagement than other talent segments across the organization. A future state for RIU is one in which higher levels of engagement are experienced by all employees. Research advises that a key HRM practice that has proven to improve employee engagement is professional learning (Aggarwal, 2007; Brink et al., 2012; El-Ghalayini, 2017); however, for professional learning to improve employee engagement, it must align the needs of the organization with the aspirations and interests of the individual (Crossan et al., 1999; Blackwell & Blackmore, 2003; Buller, 2015).

RIU's current state. For this OIP, employee engagement is defined as the level of trust an employee has with the organization, as represented by their leader, which results in the employee increasing their discretionary effort and work output (Cropanzano & Mitchell, 2005; Schaufeli, 2011; Saks, 2006; Kahn, 1990). In consideration of this definition, RIU's current methods of employee categorization as academic and non-academic, reinforcement of managers as supervisors and lack of personalized HRM practices inherently impede trust and risk thwarting RIU tactics to increase employee engagement. In this section, I will provide insights into RIU's current state and provide a vision for the organization's future state.

Talent structure promotes professional marginalization. RIU implemented an employee-wide survey as a mechanism for insight gathering; however, the university needs to evolve its understanding of what constitutes academic work, as well as the implications of changes in academic work outputs on talent composition. Currently, there has been little reflection or "meaningful discussion about how the [academic and non-academic] roles fit together in the university …, nor about who is best qualified to do the work that is now required to manage universities today" (Conway, 2012, p. 40). RIU needs to develop executive leadership and organizational awareness of its talent composition and the implications of its academic and non-academic employee categorization and structure. RIU, like all HEIs, has a strong commitment to equity, diversity, and inclusion, yet it has organized its talent to ensure that in-groups and out-groups are sustained. A seismic shift in talent engagement will require RIU to examine how its systems reinforce professional marginalization rather than professional inclusion (Conway, 2012; Szekeres, 2011).

Leaders are supervisors. Currently, RIU's leader roles are reinforced as supervisor or manager roles which monitor and oversee the work outputs/activities of a unit or team. RIU managers are rewarded on the basis of activity outputs, not talent engagement results. Teams can experience high employee turnover, incivility and harassment, and increased absenteeism—all of which are symptoms of decreasing employee engagement (Takawira et al., 2014; Meyer, 2016; Hollis, 2015)—yet, RIU managers are not deemed accountable for these measures. Rather, they are accountable for measures such as amount of revenue generated, number of students enrolled, size and amount of research contracts granted, and amount of advancement dollars earned (Brink et al., 2012).

Professional learning as an HRM practice is not oriented to employee needs. Further, professional learning approaches are grounded in compliance and/or specific work output skills. HR, talent, and organization development research advises that learning development opportunities are a key activity that has proven to improve employee engagement and retention. However, to increase employee engagement, learning development opportunities must be relevant to the work and career objectives of the individual while also being aligned to the goals of the organization for it to be deemed of value (Bauer & Green, 1996; Breevaart et al., 2015; Cropanzano et al., 2005; Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012; El-Ghalayani,

2017. Currently, RIU offers many education courses; however, these are often tied to the organization's compliance need, such as health and safety and academic policy, and not to the interests and career aspirations of the individual or the strategic imperatives of the organization, such as sustainability, internationalization, and research excellence.

RIU future state. A future state for RIU includes a process and approach to talent development that aligns the skill development interests and motivations of the employee to the organizational development needs of the university.

HRM practices are integrated, strategic, inclusive, and scholarly. Blackmore et al. (2010) offer HEIs a set of four organizational development principles to consider when determining talent development approaches and solutions; these principles are articulated as *inclusive*, *strategic*, *integrated* and *scholarly*. For an HEI to adopt *inclusive* organization development practices requires the organization to recognize that "all who work in universities contribute to what universities do and that organizational learning therefore requires an engagement with the experience of staff in all roles" (Blackmore et al., 2010, p. 111). This commitment to inclusivity will in turn encourage examining academic work as a whole, rather than in fragmented parts. This holistic view will foster connections and opportunities—what Blackmore et al. (2010) refer to as *integrated* learning development practices. Also, as HEIs are committed to scholarship, it is reasonable to expect the commitment to scholarship to be mirrored in employee development initiatives. The *scholarly* principle of HEI organization development advises that an HEI's employee development solutions should be "solidly grounded in high-quality research and develop understanding of context" (Blackmore et al., 2010, p. 111). And finally, the *strategic* principle encourages that employees explore the broader context of the university in the 21st century and be challenged to reflect upon this context and their role in shaping its future (Blackmore et al., 2010).

The *inclusive*, *strategic*, *integrated*, and *scholarly* principles—ISIS model—outlined by Blackmore et al. (2010), carefully consider various and multi-faceted HEI sensibilities. These principles recognize the community orientation and need for inclusion and connection, which are inherent in its collegial cultural history, and it acknowledges that environmental factors beyond organizational control require the engagement of all systems' participants (Blackmore et al., 2010). As a framework, the ISIS model presents as orderly which fulfills functionalist order-oriented needs of HEIs, and it commits to the very foundation of the raison d'etre of the university: scholarship. All too often, "it is assumed that recommended tools [from one context] will do the job, regardless of how they are used [in a different context]" (Blackmore et al., 2010, p. 110). HRM talent tools adopted within HEIs' HR practices are an example of this assumption. In the HEI context, corporately-rooted HR structures and tools result in HEI talent segregation and increased disengagement (Mansour et al., 2015; Marshall et al., 2011). Blackmore et al.'s ISIS model offers an alternative to often-used corporate organization development resources and serves as an appropriate guide for talent development in a university context.

Priorities for change and change drivers. RIU has articulated that employee engagement, and the HRM practices that will improve it, are a priority. Reaching that destination must include: (1) expanding awareness of the need for change; (2) encouraging active participation in the change process; (3) engaging a strength-based approach; (4) leveraging professional learning practices as both a means of supporting the change process as well as a solution to enable employee engagement; and (5) identifying and implementing opportunities to bridge the academic and non-academic professional divide.

A key change driver who has emerged is RIU's President; the university's most senior official has set the direction for this change. Also, a commitment has been made to all employees that RIU will deliver three strategies to improve employee engagement, and all of these strategies will require RIU leader capability and capacity. The preliminary commitment to drive change has been established; thus, what is needed now is the path on which to move forward, which is provided in Chapter 2, and the process of implementing and monitoring the changes, which is outlined in Chapter 3.

Organizational Change Readiness

Although definitions of organizational readiness vary widely, they have elements in common. For instance, they all depend on whether an organization's culture and climate are ready to adopt and lead change, whether individual members view their organization as capable of change, and whether individual members are themselves prepared and willing to adopt a new practice. Many of these elements are rooted in the question of, and belief in, the "Why?"—why change? (Cawsey, Deszca, & Ingols, 2016).

Cawsey et al. (2016) present a series of criteria to determine an organization's readiness for change, which include previous change experiences, executive support, credible leadership and change champions, openness to change, rewards for change, measures for change, and accountability. In consideration of these criteria with respect to RIU's context, there are three strong indicators for change readiness, which are previous experience, executive support, and openness to change.

Previous experience. RIU has a proven track record with implementing organization-wide change initiatives. The most notable of RIU's change initiatives are those in the areas of technology adoption, where it has implemented university-wide changes to its online teaching and learning platform as well as adopted cloud-based services and introduced new communication tool solutions for all its employees. The effective and efficient implementation of these types of large-scale initiatives has included well-managed communications, leadership and change champion support, and recognition of teams who engaged in early adoption. This previous experience suggests that RIU has the capacity and capability to plan, communicate and implement organization-wide change.

Executive support. As previously articulated, RIU's executive leadership has communicated a commitment to improve employee engagement by supporting specific HRM practices. This executive leadership commitment serves as a signal to the organization, and its employees, that this change is important. Further, in a hierarchical bureaucracy, which I have outlined earlier in this chapter that RIU is, the university's non-academic professional managers will be influenced by executive support to enable the change initiative.

Openness to change. RIU's identity, like all HEIs, is that of an education institution committed to learning and knowledge (Buller, 2015). RIU desires to be a learning culture, "not a profit-generating culture or a culture that is victimized by forces beyond its control" (Buller, 2015, p. 85). The learning culture identity of RIU further supports change because to have a culture of learning requires organizational capability to learn and adopt practices that engage people's commitment and capacity to learn (Schein, 2016). Learning is fundamental to change and RIU's cultural sensibility reflects the university's fundamental vision: growth in knowledge and understanding which further enables its organizational openness to change (Buller, 2015).

The *why* of change. To address the "why change?" question for RIU, I turn to Buller (2015), who outlines four considerations which assist in determining why change is necessary:

> (1) Harm: The status quo is causing a significant problem that is unlikely to be solved unless action is taken; (2) Inherency: The cause of the problem can be identified; (3) Solvency: A plan can be developed that will eliminate or alleviate the cause of problem; (4) Disadvantages: The proposed plan does not lead to problems that are equal to or greater than those of the status quo. (p. 72)

Harm. With respect to RIU's context, to continue with the status quo places the organization at harm of experiencing greater decreases in employee engagement, which can lead to increases in talent attrition, lower levels of productivity, and fundamentally greater costs for the organization (Brink et al., 2012; Meyer, 2016). Another potential harm is a political one. RIU has already declared a set of commitments to improve its HRM talent practices; for RIU's executive leadership to not follow through on these commitments risks sending a message to employees that their needs are not a priority, thereby contributing further to the conditions of employee disengagement.

Inherency. The root issue for RIU is an employee engagement concern that RIU believes can be improved through the application of certain HRM practices, which are manager support for employee development, career development, and senior leadership development. As outlined earlier in this chapter, there are deeply rooted social, historical, cultural, economic, and political issues underpinning the conditions for workplace disengagement among RIU's non-academic talent. RIU needs to develop organizational awareness of the challenges that its current employment structure of academic and non-academic pose if sustainable improvement is to be achieved. In this process, RIU will benefit from recognizing the needs, both shared and unique, among various employee stakeholders (Szekeres, 2011; Shore et al., 2004; Takagi, 2015).

Solvency. In committing to three HRM practices, RIU sets the stage for a plan which it believes will alleviate its employee engagement issue. As discussed within this chapter, while there are layers of contextual complexity with respect to increasing employee engagement of non-academic employees, there is also a series of probable solutions. Four probable solutions will be presented in Chapter 2.

Disadvantages. There are no known disadvantages to determining and implementing a solution. The challenge for RIU is the determination of which solution will have the greatest impact. Should many solutions be applied with little impact, then organizational impatience and distractions will prevail and change goal to improve employee engagement will not be achieved.

RIU’s cultural sensibility, experience and commitment are formidable conditions which reinforce RIU’s impetus for change. These conditions are further reviewed against Buller’s (2015) harm, inherency, solvency and disadvantages model and all indications are that RIU’s readiness for change is apparent.

Conclusion

This chapter has outlined the main PoP for RIU, which is the absence of strategic and integrated development practices required to improve employee engagement. Human economic theory and SET provide two lenses through which to appreciate conditions that have increased the complexity of academic work outputs and that, in turn, have further shaped the composition of RIU talent. Talent is now more diverse and requires HRM practices that meet the needs of individuals while aligning with the goals and objectives of the organization. Adding to this context is the functionalist paradigm of RIU and its means for categorizing its workforce as academic and non-academic, which promotes professional marginalization, and its leader role, which is currently recognized and rewarded with unit activity outputs, not talent development practice.

The transaction theory of LMX serves to remind us of how important leader-employee relationships are to improving employee engagement as well as how, in developing strong individual relationships and meeting individual needs, leaders can perpetuate in-groups and out-groups that can undermine HRM practices to improve employee engagement across the organization.

The next chapter will consider the approach to change and how participatory methods will enable increased awareness and development of a leader's capacity and ability to improve RIU's employee engagement. From there, these approaches can be utilized to develop a plan for change that will help the organization meet the strategic aims that have been identified as high-need by RIU.

Chapter 2: Planning and Development

At the heart of the PoP is the matter of professional marginalization (Whitchurch, 2009, 2012, 2013; Szekeres, 2011) practices which contribute to RIU's non-academic talent experiencing lower levels of employee engagement than their academic peers (RIU website, 2016; RIU union newsletter, 2016). As discussed in Chapter 1, the categorization of HEI labour as academic and non-academic emerges as a consequence of human capital economic theory; this construct reinforces the longstanding cultural norm of "in-groups" and "out-groups" (Sebalj et al., 2012; Sporn, 2006).

Chapter 2 articulates a planning and development approach to propel a solution for the PoP. Anchored by the tenets of leader-member exchange theory (LMX), the planning and development approaches explored in this chapter focus on building leader-employee relationship trust to improve employee engagement at the individual level while committing to participatory practices to mitigate in-group and out-group biases at the unit, i.e., team level, and the systems, i.e., organizational level. In addition, this chapter reviews the application of both an emergent change process, i.e., Appreciative Inquiry (AI), and a directive change process, i.e., Hiatt's (2006) ADKAR model, in the organizational context of RIU and outlines four possible solutions to address the PoP.

Leadership Approaches to Change

RIU has committed to improving employee engagement which, for the purposes of this OIP, is defined as the level of trust an employee has with their organization as represented by the quality of the relationship with RIU leadership and the discretionary effort the employee brings to the work exchange (Cropanzano & Mitchell, 2005; Schaufeli, 2011; Saks, 2006; Kahn, 1990). As outlined in Chapter 1, RIU has identified the HRM practices it intends to implement to advance on this commitment and all these practices require leader capability and capacity for support.

The PoP is the absence of *strategic* and *integrated* talent development practices to improve employee engagement. Inherent in the PoP is both a systems orientation to the problem, i.e., RIU's HRM practices, and an individual orientation to the problem, i.e., level of engagement experienced at work. The change approach for the PoP needs to be a conduit between the goals of the organization and the motivations of the individual members who make up the organization. Therefore, the change approach needs to consider the individual, team, and organization level needs.

The selected approach to organizational change is only as good as the experience of the change recipient (Armenakis & Harris, 2009). By applying LMX leadership theory, the approach to change will be experienced at the individual level, which affects both the team and organizational levels. LMX propels change in relation to the PoP because it prescribes an evidence-informed, validated approach to developing workplace relationships (Cropanzano & Mitchell, 2005). As the PoP is anchored in a talent engagement challenge, LMX research presents compelling and empirical data as to the rationale for the investment in developing the leader-member relationship specific to improving workplace employee engagement (Attridge, 2009; Audenaert, 2017; Breevaart et al., 2015; Collinson, 2006; Krishnan, 2005; Power, 2013), which is RIU's goal.

LMX experienced at the individual level. Upwards of 40% of the variance in job satisfaction can be explained by LMX quality (Laschinger et al., 2007). The relationship developed between leaders and followers is vastly important to follower outcomes, and while the leader is integral to a change process, any change that occurs is ultimately adopted and adapted by the change recipients (Armenakis & Harris, 2009; Hiatt, 2006).

Based on the relationship an employee has with their leader, that employee is classified into either the *in-group*, where high-quality LMX relationships and favoured employees reside, or the *out-group*, where low-quality LMX relationships and less-favoured employees reside (Estel et al., 2019). If an RIU employee is in the in-group, they will experience trust and professional respect, and these experiences result in proactive behaviours (Estel et al., 2019). For any change initiative to occur, proactive behaviours are needed. Such behaviours include actively participating by voicing opinions respectfully, presenting rational arguments, taking ownership and accountability, and helping and motivating colleagues (Grant, Parker, & Collins, 2009). Out-group experiences of mistrust, incivility, and lack of professional respect can result in behaviours that derail change, and employees who demonstrate these behaviours are often described as being resistant to change (Estel et al., 2019).

LMX experienced at the team level. LMX illustrates that leaders develop different relationships with their team members; it is not feasible that a leader will have a high-quality exchange with all team members (Collinson, 2006; Eldor & Vigoda-Gadot, 2017; Estel et al., 2019). As a result, team-member experience differentiation occurs because high-quality relationship development is resource-intensive for the leader (Estel et al., 2019). Therefore, the change approach needs to consider both the RIU leader capability—the skills that develop medium- and high-quality exchange with employees, as well as, leader capacity—the methods leaders apply to stretch their resources to broaden in-group membership.

As discussed in Chapter 1, RIU leaders are unit managers or supervisors who are well-versed in monitoring unit activities and outputs, such as the number of contracts achieved, number of classes delivered, number of students enrolled, and revenue generated. By observation, however, RIU leaders' capability for high-quality exchange is low. In management meetings, RIU leaders reference their employee challenges, which are articulated as lack of participation in meetings, missed deadlines, increased absenteeism, and grievances, and they frequently ask how they can be sure employees are working if they elect to work remotely—a practice which RIU offers as an HR flexible work policy. The challenges that RIU managers raise are often indicators of decreasing employee engagement, and the scenarios they present further suggest minimal trust in the leader-employee exchange (Collinson, 2006; Cropanzano & Mitchel, 2005; Eldor & Vigoda-Gadot, 2017; Estel et al., 2019).

Developing RIU leaders' capability will require building leader awareness as to what constitutes a high-medium quality exchange. Where high-medium quality exchanges exist, leaders require a change approach that will increase their capacity to sustain and broaden these changes. Therefore, a change approach needs to acknowledge RIU leaders' limited resources and model how to use meetings effectively and distribute their resources equitably. RIU leaders will benefit from observing modelled meetings that establish equal relationships with all team members without needing to invest additional time (Estel et al., 2019). Participatory change processes that promote corroborative leader behaviour will encourage proactive behaviour and broaden in-group membership (Hassenforder et al., 2015).

LMX experienced at the organizational level. RIU has committed to improving employee engagement and is implementing HRM practices that support this commitment. These practices, which require leader capability and capacity, include reinforcing the role of the RIU manager in supporting employee professional development, a career development program, and broadening senior leadership development (RIU HR website, 2020). These commitments, in conjunction with RIU executive support for talent development, means that RIU is presenting organizational support for improvement.

Organization support theory suggests that employees' proactivity increases with their perceived support from their organization; this is referred to as perceived organization support (POS) (Eldor & Vigoda-Gadot, 2017; Oreg, Vakola, & Armenakis, 2011). POS correlates with LMX because if POS is high and LMX is high, then positive reactions and proactive behaviours, such as support and motivation for change, can be expected (Eldor & Vigoda-Gadot, 2017; Oreg et al., 2011). Yet, while RIU has presented organizational support, the implementation of its commitment resides with RIU leaders' capability and capacity to effectively implement the RIU-determined HRM practices. In essence, RIU has communicated the "what" but now needs to consider the "how" of its commitments.

LMX aligns with RIU's functionalist paradigm by serving as a transactional leadership approach that enables a change-recipient focus through leader and organizational capability and capacity planning. While change is experienced as an individual exercise, effectively leading change requires an understanding of how to improve change outcomes at the individual level so as to improve change outcomes at the team and organizational levels (Armenakis & Harris, 2009). Organizations are a result of an amalgamation of their members' activities; as such, they change as a result of their members (Buller, 2015; Kezar, 2018; Schein, 2016; By, Burnes, & Oswick, 2012).

Framework for Leading the Change Process

Following the insights gleaned by applying the LMX leadership for change approach, a framework for leading RIU change needs to provide a process that is change recipient-focused while at the same time advancing the systems-level change needed for RIU to achieve its commitment to improve employee engagement. The proposed framework for leading the change process consists of two models: ADKAR (Hiatt, 2006) and Appreciative Inquiry (Cooperrider, Whitney, & Stavros, 2008). The ADKAR model is referenced as a direct change model that serves the systems orientation, and Appreciative Inquiry (AI) is identified as an emergent change approach that serves the individual orientation and is also a resource for developing leader and member capability and capacity in the change process.

ADKAR. The ADKAR model was introduced in 1998 following a series of research studies of more than 300 organizations and large-scale change projects. It consists of five main components or stages: (1) *Awareness* of the need for change; (2) *Desire* to participate and support the change; (3) *Knowledge* on how to change; (4) *Ability* to implement the required skills and behaviours; and (5) *Reinforcement* to sustain the change (Hiatt, 2006).

As a direct change model, ADKAR is characterized as top-down and hierarchical; it is a goal-oriented approach that facilitates individual change and originates from the movement to align traditional change management activities with a project's results or goals (Bennett & Bush, 2013). ADKAR was first used to determine whether certain change management activities, such as communication and training, were achieving desired organizational change results (Bennett & Bush, 2013). Thus, the model provides a link between individual performance, i.e., change recipient, and organizational change management with change project results, i.e., systems orientation (Hiatt, 2006). As a result, ADKAR has also emerged as an effective tool for planning change management activities, diagnosing gaps, developing corrective actions, and supporting managers and supervisors (Bennett & Bush, 2013).

The ADKAR model aligns with the functionalist paradigm of RIU, as it provides a sense of order and project management to the change approach. The model also connects to the sensibilities of SET because it provides a change recipient focus, thereby presenting a lens through which to view the relational aspect of change.

In the next section of Chapter 2, I will apply the ADKAR framework to the RIU context for change.

Awareness and desire. At the organizational level of change, *awareness* is appreciating the need for change, and *desire* refers to interest in participating in and supporting change. I have purposely connected *awareness* and *desire*—as though one step with two parts—because for the desire to participate and support the change to endure, awareness of the need for change has to be deeply understood.

Organizationally, RIU is aware of the need for action as a result of the employee engagement survey results, which I previously outlined. However, what is not clear to me, as an RIU leader, is RIU's awareness of the need for change. "Action" and "change," while complementary, are not synonymous.

If RIU's need for change is to improve employee engagement survey results and does not encourage RIU to reflect on systems-oriented practices that may contribute to its decreasing employee engagement, such as its categorization of labour as non-academic and academic, then the awareness of the need is insufficient, and tactics to improve its employee engagement results will be ineffective. RIU's awareness orientation needs to encourage organizational systems reflection where executive and senior leaders consider how RIU's inherent structures, e.g., academic and non-academic cultural norms, and collegium history, might create conditions for differentiated employee engagement levels.

With respect to the individual and leader level of change, currently, RIU awareness of the need for change is likely greater at the individual level than it is at the leader level. What is unclear is how leaders identify with the desire to participate in and support the change, and what the gap might be in the role that leaders perceive they play with respect to improving employee engagement in the RIU workplace.

As articulated in Chapter 1, RIU leaders are first and foremost unit managers or supervisors. As managers operating in a functionalist paradigm, they are rewarded for effectively managing their unit's activities. Team members, as a unit resource, are managed and monitored via compensation metrics—a traditional human capital economic construct—not engagement metrics. SET advises that to improve the efficiency, productivity, and quality of human capital outputs requires an improvement in the social exchange between the individual and the organization, and leaders are key brokers of this exchange. Currently, there are no employee engagement measures for which RIU leaders are accountable. The potential risk is that leaders may not have the desire to support and participate in the change because they are not aware of their role and purpose.

To encourage the desire of leaders to participate, RIU must adopt practices that actively seek leader participation. RIU communicated three organizational commitments that all require leaders' support. As an RIU leader, my experience is one of lack of consultation. Currently, leader resources have been communicated and directed at the systems level, direct to individuals, without consultation or engagement of leaders—the link between the individual and the system.

When RIU presented the HRM practices to address employee engagement, the leader of the LMX equation was not consulted. Research advises that "the merits of active participation in the change process are very high and without participation, genuine buy-in to sustainable change is unlikely" (Armenakis & Harris, 2009, p. 130). Other stakeholders should be considered, such as the non-academic talent segment, the academic talent segment, and organizational leaders at all levels. Change recipients need to be engaged to co-construct and develop the change approach (Bennett & Bush, 2013).

To develop awareness of the need for change, leaders' roles and expectations need to be set (Brink et al., 2012; Bennett & Bush, 2013; Dalmau & Tideman, 2018). Leaders need to see how their capability and capacity as a leader directly affects the quality of the transactions between themselves and their employees (Laschinger et al., 2007). To encourage the desire of leaders to participate in and support the change, RIU must adopt practices that actively seek leader participation and opportunity to co-construct how leader resources will be applied.

Knowledge and ability. Similar to *awareness* and *desire,* I couple *knowledge* and *ability*, as I am reminded of the four-stage conscious competence model that suggests that individuals are initially unaware of how little they know—they are unconscious of their incompetence (Four Stages of Competence Model, Training Industry, 2017). As they recognize their incompetence, they consciously acquire a skill and then use it. The coupling of knowledge and ability represents an opportunity to assist leaders and RIU to know what they do not know so that effective learning, which is required for ability-developing, can be initiated (Hiatt, 2006).

The ability to be gained is both in capability, i.e., leader skills, and capacity, i.e., leader resource methods. As discussed previously, for knowledge to connect with ability in the workplace context, it needs to be contextualized. For this reason, Blackmore et al.'s ISIS model (2010)— as articulated in Chapter 1—offers that professional learning in HEIs must be integrated, strategic, inclusive, and scholarly. In RIU, leader capability is not oriented to the context, and learning is not integrated with the job; both of these issues limit capacity building.

RIU currently offers professional learning programming in the area of change management and leadership development, where various change models have been introduced (RIU HR website, 2020). While professional learning is available, how it is aligned to actual change and/or transferred to the work environment is unclear. As per Bryk, Gomez, Grunow, and LeMahiue's (2015) advice, "standard work processes help practitioners better address complex problems," and the activities of planning, professional development, engaging consultants, and benchmarking, when managed effectively and embedded within a broader change framework, can serve to engage buy-in and make the stakeholders and organization feel that momentum is being gained (p. 58).

As previously stated in Chapter 1, HEIs are not viewed as being well-evolved in their talent development approaches (Whitchurch, 2019; Blackmore et al., 2010). The knowledge and ability phases of the ADKAR model recognize learning as integral to any change process. We know from Schein (2016) and Senge (1990) that change is, fundamentally, a learning process.

When an organization embodies a learning culture, organizational routines and shared beliefs are regularly modified as a matter of institutionalized practice (Schein, 2016; Oreg, 2006; Choi & Ruona, 2011). In such an organization, individuals have more opportunities to be engaged in organizational inquiry and to capture and share what is being learned by others (Schein, 2016). Essentially, an organization with a committed learning culture "enables individuals to be agents learning on behalf of their organization and to be ready for organizational change" (Choi & Ruona, p. 62).

Change occurs only when individuals participate in their own re-education (Choi & Ruona, 2011). Re-education strategies include "(a) improving the problem-solving capabilities of a system and (b) fostering growth in the persons who make up the system to be changed" (Choi & Ruona, 2011, p. 65). In a workplace context, re-education strategies recognize that employees are inherently social and as result "conform to, and are committed to, socially funded and communicated meanings, norms, and institutions" (Choi & Ruona, p. 64). Therefore, if organizational changes are to occur, individual members not only need to undergo rational informational processing but also should be encouraged to reconsider their attitudes, values, perceptions and institutionalized roles and relationships (Choi & Ruona, 2011). While RIU offers a robust catalogue of professional learning courses for staff via its continuing education division, how leaders and members are guided in aligning their learning to a change initiative is unclear.

The ADKAR model advises that following a need to change, there must be a pause to consider how to change. How to change should include consideration of the organization's strengths and readiness for change (Cawsey et al., 2016). Also, *how might we* is a critical question to promote inquiry at this stage in the ADKAR framework. Again, it is unclear whether RIU has paused to consider how to change prior to the organization communicating its HRM practices of focus.

Like all organizations, RIU has workplace mechanisms that reinforce change. These include practices such as "persuasive communication, management of internal and external information, formalization (structure and procedures) activities, HRM practices, diffusion practices, and rites and ceremonies" (Armenakis & Harris, 2009, p. 135). These are all forms of learning strategies that can be used to teach leaders and members new concepts for improving their work environment experience.

Reinforcement. In the ADKAR model, *reinforcement* refers to sustaining the change. Here, the framework encourages change leaders to determine the strategies that will sustain the change so that what has changed becomes business as usual. Reinforcement suggests that individuals, teams, and organizations have developed the capability and, with much practice, are now unconsciously competent; they have the capacity, and the change is now second nature (Four Stage Competency Model, Training Industry, 2017).

Reinforcement requires feedback mechanisms to advise the change recipient (Hiatt, 2006). Similarly at the organization level, feedback mechanisms are also needed (Tucker, 2017). For RIU, at the organizational level, this may be as simple as adding surveys to determine whether employee engagement has improved. However, for sustainability, systems conditions are also needed (Djordjevic & Cotton, 2011).

An organization's infrastructure enables conditions for sustaining change; thus, what has changed becomes routine organizational practice (Dalmau & Tideman, 2018; Schein, 2016). Components of an organizational structure which enable sustainability include "culture, leadership, communication, systems and structures; [these] form the foundation based on which efforts for organizational learning can be undertaken and sustained" (Choi & Ruona, 2011, p. 51). A key organizational structure impacting the PoP is RIU's organization of labour. Not only is RIU's labour organized into academic and non-academic, but it has two separate HR functions—one that serves non-academic talent, and one that serves academic talent. By encouraging collaboration between these two functions, the organization better positions its infrastructure to encourage inclusive talent engagement practices that can influence academic and non-academic leader-member exchange (LMX).

Change is a dynamic and iterative process and while the ADKAR framework presented in this OIP serves to orient the change pathway, Appreciative Inquiry (AI) supports the facilitation of the ADKAR phases. In this next section, an overview of Appreciative Inquiry,which serves to complement ADKAR, is provided.

Appreciative Inquiry (AI). While ADKAR is a framework for change that outlines progressive steps of a change path, AI serves to support the interactions and learning within the steps.

AI approaches change from a positive, strengths-based position rather than a problem-solving, deficit position (Cooperrider et al., 2008; Cockell & MacArthur-Blair, 2012; Fifolt & Lander, 2013). It "is a coordinated approach to organizational change that utilizes reflection, introspection, and collaboration to leverage collective strengths" (Cockell & McArthur-Blair, 2012, p. 2). AI is an emergent change approach model characterized as iterative and collaborative (Bennett & Bush, 2013), and it serves as a change tool that complements the ADKAR goals-oriented, directive framework.

AI has the following four phases: (1) *discovery*, where stakeholders are engaged to identify strengths and best practices; (2) *dream*, where stakeholders articulate a future vision in relation to the identified strengths; (3) *design*, where stakeholders create possible proposals to achieve the ideal state; and (4) *destiny*, where stakeholders strengthen and affirm the capability of the community and organization or the whole-system (Cooperrider et al., 2008; Bennett & Bush, 2013; Cockell & McArthur-Blair, 2012).

Research advises that a key strength of AI, specific to its application in HEIs, is that it leads to the achievement of significant, positive change (Cockell & McArthur-Blair, 2012; Bennett & Bush, 2013; Armenakis & Harris, 2009). HEIs are oriented to problem-solving, and the AI approach requires engagement and the willingness to 'let go of the problem' in order to focus on potential opportunities (Bennett & Bush, 2013). Grandy and Holton (2010) identified that "AI is particularly useful in values-based contexts (e.g., non-profits, public sector) and can nudge organizations toward transformational change. Non-profits and public sector organizations have to contend with multiple and often contradictory interests of stakeholders, making stakeholder management complex" (pp. 178-194). In an HEI environment like RIU, AI is a method and model for stimulating dialogue, generating appreciation for differences, and creating space for the recognition of common values. These correlate to the *in-group* behaviours previously referenced in this chapter, which include voicing opinions respectfully, presenting arguments rationally, taking ownership and accountability, and helping and motivating colleagues.

AI is a strengths-based approach to organizational development that replaces the traditional top-down model of power and control with one that gives all participants an equal stake, and therefore an equal voice, in the process (Cooperrider et al., 2008; Cockell & McArthur-Blair, 2012; Bennett & Bush, 2013; Armenakis & Harris, 2009). In the context of the RIU change, ADKAR provides a structure of steps to meet the functionalist sensibility of the organization; whereas AI provides a democratized process and supports equity, diversity and inclusion practices within the steps. AI serves the LMX leader exchange behaviours, while ADKAR serves the organizational goal orientation and aligns with RIU's functionalist characteristics.

The leader approach to change references expanding the in-group and providing leader resources that are not leader-intensive. AI is such a resource. Further, "AI maintains a systems orientation that focuses on changing the organization rather than changing the people" (Fifolt & Lander, 2013, p. 23). Its community-oriented process is relevant to the PoP, as it is an evidence-informed approach that encourages participation and perspectives from stakeholders, "and due to its appreciative, narrative methods, it does not require special ability or training to participate" (Bennett & Bush, 2013, "Appreciative Inquiry", para.7).

With both ADKAR and Appreciate Inquiry reviewed, I will apply these change approaches to the RIU context for change.

Critical Organizational Analysis

The PoP is articulated as the absence of integrated and strategic talent development practices that improve employee engagement. The ADKAR and Appreciative Inquiry models have been applied as a framework in which to reflect upon the RIU context, identify gaps, and determine opportunities.

In applying ADKAR to the RIU context, the *awareness* and *desire* lens presents a gap as to the lack of the depth of awareness needed to inspire a need for change. RIU has clearly outlined a need for change because it has employee engagement survey data, and it has also outlined a commitment to increase HRM activities. However, as previously outlined, the awareness is limited in its breadth and depth in terms of systemic contextual considerations.

Concerning the ADKAR phases of *knowledge and ability*, as outlined earlier, RIU's mechanisms and structures for professional learning are a gap not only for RIU but also for the post-secondary workplace sector (Blackwell & Blackmore, 2003; Blackmore et al., 2010). Much of RIU professional learning programming is not contextualized and relies on the individual and team levels of the organization to integrate the learning (RIU HR website, 2020). To implement any change by only speaking to theories of change, rather than the practical applications of change, risks poor implementation (Cawsey et al., 2016; Kezar, 2018).

With respect to *reinforcement*, RIU has a rigid employee classification structure of academic and non-academic, which transcends the organization's HR structure. This structure risks hindering collaborative efforts that could readily support the individual, team, and organizational levels of support needed to establish a one-organization approach to talent development practices (Schein, 2016; Shore et al., 2004).

Table 1 summarizes the conclusions drawn from the previous section.

Table 1

RIU Gap & Opportunity Analysis Summary

		Awareness & Desire	**Knowledge & Ability**	**Reinforcement**
ADKAR	Gap	- Awareness limited to what to improve (actions) rather than why the need to change - Limited participation of key stakeholders (change-recipients)	- Limited how to change knowledge. - Professional learning programs on change are offered currently, they are taught out of organizational context and therefore risks not being understood to be applied.	- The academic and non-academic structure of the HR function (which mirrors RIU's organization of labour) impedes HR collaboration and risks reinforcing segregated talent engagement practices
	Opportunity	- Increase awareness on the need for change to promote reflective and inquiry practice of individual, leader and RIU - Define who key stakeholders are and increase their inclusion and participation	- Increase knowledge on how to change by improving systems-orientation and thinking - Align professional learning to the change-initiative goal.	- Coordinate opportunities for academic HR and non-academic HR to collaborate, share talent engagement practice strengths and identify opportunities to integrate talent engagement practices.
AI	Change Principles	- co-create possible proposals to achieve the ideal state - strengthen and affirm the capability of the community - engage to identify strengths and best practices - co-articulate a future-vision in relation to strengths identified		

Through the lens of the ADKAR directive change model, Table 1 outlines RIU's organizational gaps and opportunities as per specific ADKAR steps. These can be summarized as follows: RIU needs to raise awareness of the need for change and the development of leader capability and capacity to support the goals outlined by RIU, specifically, the implementation of specific HRM practices. Underpinning the opportunities and gaps identified, AI is highlighted for its change principles. Throughout the change approach, the principles of co-construction, strengths-based orientation, and participatory processes are outlined (Cooperrider et al., 2008).

In summary, to navigate the RIU context, proposed solutions will need to consider mechanisms to increase awareness of the need for change, increase active participation of the change recipients, apply a strengths-based approach to develop individual-team and organization capacity for change, align a formal learning process to the change goal, and coordinate opportunities for the academic and non-academic HR structures to collaborate.

The following section presents four possible solutions to address the PoP.

Possible Solutions to Address the Problem of Practice

The proposed solutions presented in this section transition across RIU's systems levels of change—individual, team, and organization. Considering the solutions against these systems-levels represents an attempt to appreciate the whole-systems approach to organizational development (Bennet & Bush, 2013). However, while each of the solutions would ideally reinforce one another, they can be implemented independently (Bennett & Bush, 2013).

Each of the solutions will be presented in consideration of how they reinforce the integrated ADKAR and AI change framework.

Solution 1: CREW program for higher education leaders. The purpose of this solution is to address individual-level capability to improve the quality of the leader-member relationship exchange and enable conditions for employee engagement. The research advises that it is possible to train leaders in their relationship development skills to produce medium-high quality LMX, resulting in improved trust and talent engagement (Graen, Novak, & Sommerkamp, 1982; Gerstner & Day, 1997; Laschinger et al., 2007; Davies et al., 2011).

Drawing on program evaluation data of the Civility, Respect, Engagement in the Workplace (CREW) program, which was implemented in Canadian hospitals for nurses and nurse administrators (Laschinger, Leiter, Day, Gilin-Oore, & Mackinnon, 2012), the following strategies have been proven effective at developing high-quality LMX and include tools for leading one-on-one and team meetings, team engagement exercises, reward and recognition mechanisms, and strengths-based staff communications (Laschinger et al., 2012). Program evaluation data of CREW outlines "numerous positive organizational outcomes … such as increased organizational commitment, job satisfaction, intentions to stay, and mental and physical health" (Laschinger et al., 2012).

The CREW professional learning solution has two components: (1) on-the-job embedded learning, where tools are integrated onto the job; and (2) formal learning, e.g., courses and workshops. This solution would require accessing the CREW training materials to conduct a review to determine how best to align the approach and content to an HEI workplace context. Once a redesign is determined and completed, the CREW program would be made available for RIU leaders and their teams.

Alignment with the change approach. Through the application of a CREW program, professional learning for HEI professionals and leaders could enable and advance the following ADKAR opportunities: (1) *Desire:* CREW promotes active participation by preparing and engaging diverse stakeholders, or change-recipients, in team-level engagement; and (2) *Ability:* CREW is a skills-development program that requires the team leaders to apply leadership skills on the job while also providing the opportunity through formal learning to engage with peers and further develop skills.

Resource considerations. RIU has a well-established continuing education ecosystem from which this solution can be developed and delivered. Resource requirements include: (1) people resources, to design, develop, deliver and gather learning program data and develop program communications; (2) technology resources, to host learning materials and manage program enrollment and data; (3) facilities resources, to host in-person facilitation of learning sessions; and (4) budget, to recover CREW program fee costs, e.g. materials fees, as well as resource allocation and time costs required for RIU to train the trainer.

All these resources exist within my formal organizational leadership role purview, and the solutions costs can be readily budgeted within my unit's operating budget or managed as a cost recovery initiative where divisional budget charge-backs are applied.

The aspiration of this solution's implementation is that it would develop the organization members' skills, thus improving workplace engagement and well-being (Cropanzano & Mitchell, 2005). As for results, RIU should strive to encourage employee participation and diverse participation to, over time, see employee engagement improve.

Solution 2: Strategic learning plan process with toolkit. An extension of professional learning activities is the recommendation to develop and implement an organizational learning plan that would identify unit or faculty goals and objectives and develop a whole-systems approach to professional learning (Blackmore et al., 2010). Blackmore et al. (2010) advise that HEIs "will most effectively increase [their] capacity to learn and change if the members of that organization are actively and intelligently engaged in constructing a shared understanding of their purpose and priorities" (p. 110). Further, Blackmore et al.'s (2010) professional development framework—ISIS model—encourages that organizational learning plans be inclusive, strategic, integrated and scholarly as I have previously outlined in Chapter 1.

The Strategic Learning Plan Toolkit will provide learning planning resources and will outline a process whereby leader-members can actively participate in co-determining and identifying their professional learning needs and interests. Once identified, the outputs of leader-member plans will be shared with team, division, and HR leadership via biannual learning plan meetings. While the resources will provide direction on how to determine learning needs, engage in a learning planning conversation with one's leader, and lead a biannual learning plan meeting, it is the implementation of the learning planning process that will enable active participation across the talent segments and organizational systems levels. This approach encourages broad, diverse stakeholder engagement and aligns learning with organizational priorities (Hiatt, 2006; Bennett & Bush, 2013; Marshall, Orell, Cameron, Bosanquet, & Thomas, 2011).

Alignment to change approach. Like Solution 1, through the application of learning experience design methods, Solution 2 – Strategic Learning Plan Toolkit can enable and advance the following ADKAR opportunities: (1) *Desire*: expanding active participation to support the change by preparing and engaging diverse change-recipients to inform proposed HRM solutions and identify additional solutions; (2) *Knowledge*: engaging a strengths-based approach, recognizing RIU's significant capacity for change and developing a readiness mindset at all levels–organization, team, and individual; (3) *Ability*: aligning professional learning to the change initiative goal and developing a strategic learning plan to enable the skills and behaviours of the change; and (4) *Reinforcement*: integrating talent engagement into existing RIU operations and practices.

Resource considerations. The implementation of this solution will require leveraging my informal leadership role influence to encourage division-level leadership to participate.

Resource requirements include: (1) people resources, to design and develop toolkit materials, toolkit communications, and orientation; (2) technology resources, to host toolkit materials; and (3) budget, to recover resource allocation and time costs. Like Solution 1, all these resources exist within my formal leadership role purview, and the solutions costs can be readily budgeted within my unit's operating budget or managed as a cost recovery initiative where divisional budget charge-backs are applied.

The aspiration of this solution implementation is that it promotes high-quality LMX due to its focus on a key LMX strategy—professional learning and development.

Solution 3: Integrated orientation and onboarding. Orientation and onboarding processes are a first introduction an employee has with their organization and/or their team. All new employees need to be welcomed and guided on what to expect so as to be assured that they made the right decision to join RIU. For this purpose, "a comprehensive on-boarding plan can be a useful aspect of an HR strategy oriented toward increasing employee engagement and retention" (Knight, 2013, p. 155). Also, orientation and onboarding strategies present an excellent opportunity to engage new colleagues in organizational culture and to establish early professional networks.

As RIU has a mature workforce, the recruitment and hiring trend is expected to continue as a result of succession; both academic and non-academic talent segments are continuing to be recruited and hired into the organization. While orientation often focuses on sharing key information required to orient new employees to the organization, critical information, such as cultural cues and clues is facilitated via employee relationships comprised of new employees being connected with experienced employees. Employee relationships provide "the transfer of tacit knowledge [and to] foster interactions with new professionals, the institution has to promulgate the responsibility of all staff towards their success, further underscoring the benefits to be derived from the acquisition and retention of core knowledge workers" (Knight, 2013, p. 157).

The integrated orientation and onboarding solution provides an orientation and onboarding process plan and corresponding learning strategies to welcome all talent segments to their university, faculty, and unit team. Unit leaders will be provided with a toolkit of helpful practices and strategies to welcome new talent as well as a plan for the first 90 days (Watkins, 2003), which they will be required to customize to the needs of the new employee and will include an introduction to their colleague-mentor. The faculty Dean's Office will be provided with an orientation event plan so that it can effectively lead a semesterly welcome reception that includes an introduction to the organization, an opportunity for networking, and time with their colleague-mentor. Colleague-mentors will be both academic and non-academic colleagues who are invited by the dean to engage in this role for one academic year, and they will undergo a half day of professional learning engagement to outline their role and responsibilities as well as Appreciative Inquiry (AI) methods to be an effective colleague-mentor.

Alignment to change approach. Like Solutions 1 and 2, through the application of learning experience design methods, Solution 3 can enable and advance the following ADKAR opportunities: (1) *Knowledge*: engaging a strengths-based approach by sharing RIU's story in orientation and creating the conditions for networking and mentoring; and (2) *Ability*: aligning orientation and onboarding activities to support leader-member relationship development.

Resource considerations. Resource requirements include: (1) people, to design and develop orientation materials to enable the orientation of colleague mentors; (2) technology, to host orientation materials; and (3) budget, to recover resource allocation and time costs. Resources for Solution 3 will need to extend outside my purview and will require support, e.g., people, time and budget, from the Office of the Dean and corresponding academic departments. Unlike Solutions 1 and 2, the resources required extend beyond my formal leadership role purview, and the solutions costs will need to be budgeted within both my unit's operating budget and that of an academic department or Dean's Office. This support is securable, as RIU is undergoing various faculty renewal initiatives, and there is much emphasis on early-career faculty and a keen interest to support this talent's early transition to RIU.

The aspiration of this solution implementation is that it promotes high-quality LMX; it encourages a positive start in introducing leader members to RIU and cross-departmental collaboration; actively connects academic and non-academic talent at the start of their employment journey via the colleague-mentor programs; and presents visible leadership, e.g. Dean's Office, that engages academic and non-academic talent equally.

Solution 4: HR collaboration and practices integration. HRM tools and processes are often developed in response to a pressing need and "for leadership and management to be effective in higher education, the related HR systems [and corresponding HRM practices] need to be intentionally built and routinely reviewed" (Marshall et al., 2011, p. 100). Building any organizational system with care and intention requires significant consultation and collaboration. For RIU's HRM practices to be effective and responsive will require the collaboration of both academic and non-academic HR at RIU.

The HR Collaboration and Practices Integration is a professional learning event that aspires to advance a longer-term goal for a potential structural change solution where non-academic and academic HR amalgamate. The professional learning component proposes that non-academic and academic HR units collaborate to share opportunities to develop and apply talent engagement processes that are inclusive of all talent. This proposed solution includes an "all-in" RIU HR talent summit where HR directors and HR executives engage in an Appreciative Inquiry (AI)/design-thinking event where they explore the question "How might we engage our talent?" to co-construct inclusive talent engagement practices. Included in part of this session will be academic and non-academic stakeholders who will be interviewed by HR directors and executives via AI methods to identify their talent engagement needs. A key output will be the identification of common needs across the talent segments as well as identification of HR strengths to meet those needs.

Alignment to change approach. Solution 4 can advance the following ADKAR opportunities: (1) *Desire*: expanding the active participation of academic and non-academic HR; (2) *Knowledge*, engaging a strengths-based approach that recognizes HR's significant capacity for change and using this approach to recognize the individual and collective strength of HR; and (3) *Reinforcement*: coordinating opportunities for academic and non-academic HR to collaborate, sharing talent engagement practice strengths and identifying opportunities to integrate talent engagement practices.

Resource considerations. Unlike Solutions 1, 2, and 3, implementing this solution is not within my organizational leadership role purview, and will require influencing HR and RIU executive leadership to support the solution. Resource requirements include: (1) people resources, to design and develop summit materials and communications, and to enable HR action planning; (2) technology resources, to host session materials and outputs; and (3) budget, to recover resource allocation and time costs. Within my role, I can enable the design and development of the learning materials, as well as technology resources; however, budget will be required by HR executive.

The aspiration for this solution implementation is that it promotes organizational-level systems change for talent engagement practices by influencing cross-organizational HR practices. Further, it actively works to establish common academic and non-academic talent practices and advances the HR equity and diversity mandate.

Table 2 presents a summary of the four proposed solutions.

Table 2

Summary of Proposed PoP Solutions

Solution Focus	**Proposed Solutions**			
Awareness Raising & Capacity Building	1. CREW Program for Higher Education	2. Strategic Learning Planning Process with Toolkit	3. Integrated Orientation and Onboarding Program	4. RIU HR Functions Talent Collaboration Plan
Does the proposed solution ...				
Expand awareness as to the need for change?	✘	✓	✘	✓
Increase active participation of change-recipients?	✓	✓	✓	✓
Apply a strengths-based approach to develop organization, team and individual capacity for change?	✓	✓	✘	✓
Align its formal learning or process to the change initiative goal? Does it follow ISIS model (Blackmore, 2010)?	✘	✓	✓	✘
Coordinate opportunities for academic HR and non-academic HR to collaborate?	✘	✘	✘	✓

Table 2 summarizes the four proposed PoP solutions as per the following criteria: (1) expanding awareness of the need for change; (2) increasing the active participation of the change recipients; (3) applying a strengths-based approach to develop organization, team, and individual capacity for change; (4) aligning learning with the change initiative goal; and (5) coordinating opportunities for HR function collaboration.

In consideration of the summary of solutions, Solution 2 is the recommended solution for implementation, as it engages all organizational systems levels and advances many opportunities. Additionally, I have the leadership capacity, organizational position, and required resources to lead and execute it.

Next, I will consider the ethical benefits and risks in leader-member exchange (LMX) leadership theory and the ADKAR and Appreciative Inquiry change approaches with respect to the RIU organizational change context.

Leadership Ethics and Organizational Change Issues

There are ethical implications associated with the implementation of specific leadership approaches. Personal preferences, biases, experience and perspectives are inherent to leaders and readily inform and influence change- leadership practices. In essence, all change-leadership is “underpinned by a set of ethical values that influence the actions of leaders and the outcomes/consequences of change initiatives for good or ill” (By et al., 2012, p. 2).

LMX: Ethical benefits and risks. Over the past 40 years, researchers have sought to identify what constitutes the quality of the exchange dynamic, and one key component is trust (Graen et al., 1982; Breevaart et al., 2015; Cropanzano & Mitchell, 2005; Bauer & Green, 1996). As outlined previously in this Chapter 1, a significant benefit of LMX is that it focuses on the relationship between the leader and the member, and it underscores the criticality of trust.

While trust and trustworthiness are often perceived as universal, they are highly individual. Universal beliefs "provide a basis for judging the appropriateness of motivation and consequences of behaviour and they guide people in their dealings with other individuals, groups and organizations" (By et al., 2012, p. 3). What constitutes trust is highly subjective and presents a fundamental challenge when determining a leader's performance. Measuring a manager's performance is easier to monitor when measured against short-term goals and activities. However, measures of trust and engagement are more difficult to measure because they require longer-term monitoring and often present a set of measurement or feedback criteria which are subjective and unclear. By et al. (2012) identify that employees "can judge the trustworthiness of managers by their adherence to specified and monitored objectives and rules, but the trustworthiness of leaders is often based on faith, sometimes blind faith, and engendered by their magnetic personality" (p. 4). Therefore, a leader's trustworthiness is something perceived by the follower and this perception is deeply personal and unique to the follower.

The ethical risk implications of LMX are the leader's in-group and out-group bias, and their role in representing the organization in the dyadic leader-member relationship.

LMX has limitations because it is a transactional leadership model. The use of "in-group" and "out-group" references the leader having limited resources to meet their employees' needs (Estel et al., 2019). What is limited is decision-making regarding where to apply resources, and this raises risks in equity diversity and inclusion. With LMX, RIU leaders are encouraged to reflect on their inherent tendency to reward those who think, act, and work like they do.

LMX also exposes how RIU measures leaders' performance and expectations. Given these criteria, coupled with organizational power constructs, Burnes and Todnem (2012) identify that: "(1) Leadership and change are inextricably linked and their effectiveness in achieving beneficial outcomes for stakeholders is linked to their underlying ethical values; (2) Some approaches to change are more likely to lead to ethical outcomes than others; (3) [There is] the need for greater ethical clarity when evaluating approaches to leadership and change" (p. 240).

ADKAR and AI: Ethical benefits and risks. Until the 1980s, the field of change was dominated by Lewin, who inspired the organizational development movement and advocated for participative, open, and ethical change processes. Lewin believed that the human condition could be improved by committing to resolve social conflict, e.g., racial, religious, environmental, political. Fundamental to Lewin's belief was that learning processes can support individuals in not only understanding the world around them, but also restructuring their perception of their adopted world view. For Lewin, "change was less about achieving a particular objective per se and more about individuals and groups learning about themselves and in so doing being prepared of their own volition to change their behaviour" (Burnes, 2009, p. 366). How might this approach to planned change be sustained when emergent or directive approaches to change are applied?

The ethical benefit of Appreciative Inquiry (AI) is that participatory processes are encouraged. If stakeholders are oriented to a strengths-based perspective, then the benefit is the removal of deficiencies. The primary change approach proposed for the outlined PoP engages a directive (ADKAR) approach to change while also leveraging emergent (AI) practices. Research on organizational change suggests that emergent approaches are surpassing directive approaches as a preferred method for change (Bennett et al., 2013; Burnes & Oswick, 2012; Cockell et al., 2012; Dalmau & Tideman, 2018). With emergent approaches, it is assumed that the change process is not linear, rather, the change process is ongoing and responsive—constantly realigning the organization to its changing environment (Burnes, 2012). From an emergent change perspective, the change approach is "less dependent on detailed plans and projections than on reaching an understanding of the intricacy of the issues concerned, including the central role played by power and politics in initiating and managing change, and identifying the range of available options" (Burnes, 2012, p. 372). For RIU, the benefit of an emergent change approach is an organizational learning one which, as per the belief of Lewin, facilitates individuals and groups learning about themselves and restructuring perspectives.

The ethical risk of emergent approaches is the power of the change agent (Burnes, 2012), who facilitates the change agenda and can influence the change recipients or coerce a change action (Burnes & Todnem, 2012). One way of mitigating a change agent or facilitator's power and political influence on an approach is to be aware of the presence of ethical risks so as to help prevent ethical challenges from occurring (Bennett & Bush, 2013). Further, a change practitioner can navigate these risks by developing and implementing "ethical decision-making frameworks which can guide [the practitioner] in making more conscious and informed ethical decisions" (Bennett & Bush, 2013, "Ethical Frameworks", para.1).

While Burnes and Todnem (2012) argue that organizations must embrace the democratic participatory values proposed by Lewin's planned change approach and denounce emergent approaches to change, my view is that mindfulness of the ethical risks that come with the power and politics of change is a reasonable response to managing risk. To follow Burnes and Todnem's (2012) recommendation is to ignore the capabilities of the professional who is facilitating and enabling conditions for change. My PoP and corresponding leadership and change approaches focus on the individual level in terms of change recipients; thus, the individual level should also be applied to the change agents.

Conclusion

Chapter 2 discussed LMX leadership theory as it relates to the change approach. It outlined the change frameworks of ADKAR and Appreciative Inquiry (AI), leveraging ADKAR as a change analysis tool in addition to a change framework. Additionally, a series of considerations were reviewed when determining which solution to use moving forward. The solution recommended within this chapter focuses on raising awareness, building capacity, and developing capability for change. It serves the individual while simultaneously being goal-oriented toward the needs of the organization. Finally, Chapter 2 considered the ethical risks and benefits of LMX and ADKAR with AI and issues for consideration when applying LMX as a leadership change approach and ADKAR and AI as a change path. Chapter 3 will outline plans for communicating the need for change, implementing the change plan, and evaluating the results of the change process.

Chapter 3: Implementation, Evaluation, and Communication

RIU is a research-intensive Canadian university engaged in an active conversation about talent engagement. This conversation emerged following the results of an employee engagement survey, administered in 2015 and 2016, that identified non-academic employees as less engaged than their academic peers (RIU website, 2016; RIU union newsletter, 2016). These survey results raised organizational focus because decreased employee engagement can result in lower levels of employee productivity and increased talent attrition. Further, the non-academic employee group of RIU comprises professional managers (PMs) who are predominantly accountable to lead divisional teams and ensure that the university's functional activities, which support teaching and learning, are performing well. If RIU leaders are less engaged at work, then the risk is not only talent attrition, but, even more worrisome, that disengaged leaders are leading others.

This final chapter of the OIP will focus on the *practical* application of a proposal to assist RIU in increasing its employee engagement by introducing strategic and integrated talent development practices. Being mindful of the systemic influences of human capital economic theory and social exchange theory (SET), as a leader, I will draw upon leader-member exchange theory (LMX) and Hiatt's (2006) ADKAR change model to present a change pathway that focuses on raising awareness and building capability and capacity.

The proposed change pathway outlines a participatory process that develops awareness of the need for strategic and integrated talent development processes while also building the professional capability via advisory committees, learning and training events, and on-the-job assistance of both non-academic leaders and non-academic staff. By developing RIU's leader's and staff's capabilities in identifying and aligning learning development needs to their organizational workplace goals and objectives, it is expected that the quality of the leader-member relationship will improve, leading to increased employee engagement (Breevaart et al., 2015; Power, 2013; Schaufeli, 2015; Laschinger et al., 2012; Bauer & Green, 1996; Cropanzano et al., 2005; Dulebohn et al., 2012).

The ultimate goal of the proposed solution for change is for talent development and engagement practices to evolve to business as usual for RIU. Achievement of this aim will require a multi-faceted organizational learning approach that encourages RIU to (1) develop awareness of what talent development and engagement is and why it needs to be an area of focus; (2) to identify opportunities and various approaches to effectively integrate talent development into its operations; and (3) to evolve these pioneering efforts into common, business-as-usual routines (Crossan, Lane, & White, 1999).

The following change implementation plan outlines a strategy for change that, once again, uses the ADKAR model. In the previous chapter, ADKAR was applied as a diagnostic for conducting organizational analysis. Here, it is applied for planning purposes and works to align the organizational insights gathered in Chapter 2 with the recommendations for organizational planning outlined in this chapter.

Change Implementation Plan

Human resource, talent development, and organization development research advises that learning development opportunities have proven to improve employee engagement and retention; however, to be deemed of value, these opportunities must be relevant to the work and career objectives of the individual while also aligning with the goals of the organization (Bauer & Green, 1996; Breevaart et al., 2015; Cropanzano et al., 2005; Dulebohn et al., 2012; El-Ghalayani, 2017; Blackmore et al., 2010). Currently, RIU offers many learning courses;

however, these are often tied to the organization's compliance need, such as health and safety, academic policy, and AODA, and not to the interests and career aspirations of the individual or the strategic imperatives of the organization, such as sustainability, internationalization, and research excellence. The proposed solution seeks to introduce an approach to talent development that aligns the skill development interests and motivations of the individual with the organizational development needs of the university.

Herein referred to as the *Sustainable Talent Learning Plan and Framework with Leader's Toolkit*, the change solution is an engagement and planning process for HEI leaders to facilitate the identification and alignment of professional learning—both formal and informal learning initiatives—with relevant work-role activities of individuals, divisional goals, and organizational priorities. Influenced by Blackmore et al.'s (2010) ISIS model for professional development in academia, the proposed solution works to incorporate professional learning mechanisms that are grounded in the principles of *inclusion*, i.e., all talent enables the organization, *strategy*, i.e., alignment with the focus and mission of the HEI, *integration*, i.e., both academic and non-academic work activities, and *scholarship*, i.e., approaches are to be evidence-informed. Fundamentally, the solution is anchored in the belief that strategic talent development is a highly collaborative process between multiple organizational stakeholders that will benefit from an evidence-informed framework and corresponding toolkit (Holman, Devane, & Cady, 2007).

Hiatt's (2006) ADKAR model serves as the change pathway model because it promotes awareness and capability building. "A" is for *Awareness* that there is a problem and/or opportunity, and D is for *Desire*, which includes building momentum to support and participate in the change (Hiatt, 2006). "K," "A," and "R" refer to *Knowledge*, *Action and Reinforcement*, respectively, which present the requirements for capability building, such as developing skills and sharing information, employing processes, and reviewing how skills and processes are employed so as to determine how best to reinforce skill development or how best to develop the next set of skills (Hiatt, 2006). Table 3 summarizes the goals and priorities of the proposed change solution and aligns its key activities with the phases of the ADKAR model as a change pathway model (Hiatt, 2006).

Table 3

Proposed Solution's Change Pathway Activities that Align with ADKAR (Hiatt, 2006)

<table>
<tr><th>Proposed Solution's Goals & Priorities</th><th>Change Pathway Model (ADKAR – Hiatt, 2006)</th><th>Proposed Solution's Change Pathway Activities</th></tr>
<tr><td rowspan="5">1. Commit to a participatory process to inform and refine solution process and solution outputs.
2. Develop organization awareness to the need for talent development strategies which integrate into academic work.
3. Engage leaders in developing and reviewing talent data so as to develop evidence-informed learning development opportunities for staff.
4. Design and develop sustainable talent learning plan framework and corresponding leader's toolkit artefacts.
5. Communicate pilot and evaluate talent framework and toolkit artefacts.
6. Develop recommendations and a resource guide to facilitate future implementation of sustainable talent learning planning.</td><td>Awareness
Of the need to change</td><td rowspan="2">- Secure executive leadership support and sponsorship.
- Prepare communications collateral (e.g. literature review, presentation deck) on HEI talent to establish awareness and a burning platform for 'why this, why now'; there is a need to demonstrate the value to both the leader as well as the organization.
- Coordinate and facilitate early-advisors roundtable discussion to identify readiness of group and motivations to advance solution(s).</td></tr>
<tr><td>Desire
To participate and support the change</td></tr>
<tr><td>Knowledge
About the change</td><td>- From advisory roundtable activity, source a divisional pilot group (faculty-level) who will be responsible to pilot framework, toolkit components and identify opportunities for process improvement.
- Develop and lead pilot group in a facilitated iterative design process (pilot process) where the framework and toolkit artefacts are co-constructed, implemented and feedback is provided.
- Facilitate Leaders' Sessions for pilot group to orient leaders to process and toolkit.</td></tr>
<tr><td>Ability
To implement new skills and behaviours</td><td>- Leaders pilot implementation process and leverage toolkit; access just in time support as needed.</td></tr>
<tr><td>Reinforcement
To keep the skills in place</td><td>- Gather data from pilot group to inform the process and the outputs; identify what is working well and what needs to be tried differently.
- Conduct an iterative/formative improvement review and an after action/summative review.
- Revise and redesign framework and corresponding toolkit with pilot group consultation.
- Re-engage advisory roundtable to present process outcomes, learnings, updated toolkit and recruit next cohort leaders to adopt and implement revised the process.</td></tr>
</table>

As Table 3 illustrates, the proposed change solution implementation plan currently highlights six priorities that encompass a commitment to how the solution is to be experienced as well as a commitment to develop solution artifacts, e.g., tools and resources. However, the primary objective is not to deliver a toolkit; rather, it is the implementation of mechanisms to improve participation and engagement (Holman et al., 2007). For this reason, the first implementation priority references a commitment to designing, engaging in, and curating a participatory process so that stakeholder participation is explicitly designed and facilitated within the iteration of the solution (Hassenforder et al., 2015; Baum, MacDougall, & Smith, 2006; Holman et al., 2007).

RIU appreciates tangible outputs that can be measured. In the RIU context, as highlighted in Chapter 1, tangible activity outputs present as physical evidence of the work being achieved. In an organizational bureaucracy such as RIU (Manning, 2018), tangible outputs help to sustain executive sponsor momentum and facilitate communication of the solution's progress (Buller, 2015; Kezar, 2018). While the primary goals are the processes of participation and engagement, these are intangible outputs. Therefore, the change solution's artifacts of the Framework and Leader's Toolkit, as well as the corresponding professional learning interventions, will serve as tangible outputs that will satisfy the organization's need to see evidence of activity (Manning, 2018; Kezar, 2018; Buller, 2015).

Possible solutions to address change. In consideration of the proposed change strategy, the following section considers the needs of stakeholders as well as tools and resources to facilitate the proposed initiative, *Sustainable Talent Learning Plan and Framework with Leader's Toolkit*.

Engaging stakeholders. The change solution implementation plan proposes the development of an advisory group and that the Sustainable Talent Learning Plan process be piloted by a group of non-academic leaders and staff. There are six stakeholder segments identified within the implementation plan: (1) *executive leadership,* e.g., the Dean and Associate Deans, who are the effective sponsors of the plan and are deemed critical to supporting the solution and implementation approaches; (2) *the divisional, non-academic HR Director*, who will enable the solution approach by providing guidance to ensure that it aligns with existing HR processes and is informed by relevant divisional and organizational talent data; (3) *non-academic professional managers*, the target audience who will lead and engage in the pilot implementation by participating in the change implementation pathway activities and provide feedback throughout the process to inform both the process and corresponding framework and toolkit improvements; (4) *non-academic staff*, who will be engaged by their managers and will also engage in the pilot's activities and provide feedback to improve the process and toolkit implementation; (5) *academic faculty*, who will be invited to engage in the advisory group as colleague stakeholders to non-academic talent and also included in this segment will be the *divisional academic HR Manager*—as RIU's HR is segmented into academic and non-academic—so as to inform the workplace learning environment; and (6) *the change leader*, i.e., myself, who will lead the change implementation pathway by securing the resources, providing guidance, and working to curate and promote the conditions for the solution to be developed, implemented, and refined.

As RIU has been engaged in an internal conversation about talent engagement, the executive leadership and divisional non-academic HR are well versed in RIU's concerns and commitment to improving employee engagement. Given their understanding and insight into the broader organizational context, it is anticipated that these stakeholders will welcome the opportunity to sponsor and lead a pilot solution to improve employee engagement.

RIU's non-academic leaders, who have been identified as the least engaged talent segment on campus, are often called upon to lead various initiatives, and there is a risk that this change solution will be viewed as an addition to their workload; thus, it is possible that this group will feel as though they "need to be fixed." As there are diverse leadership capabilities and experience amongst this talent segment, it will be important to gather and identify the needs and interests of this group. For this reason, as outlined in Chapter 2 of this OIP, Appreciative Inquiry (AI) will inform the participatory process as well as the working sessions so as to facilitate conversations from a position of strength rather than an emphasis on weakness (Cooperrider et al., 2008; Cockell & MacArthur-Blair, 2012; Fifolt & Lander, 2013). Fundamentally, this group should see the change solution approach as an opportunity to be heard and to actively participate in co-constructing a valuable solution for themselves, their teams, and the organization (Blackmore et al., 2010; Cockell & MacArthur-Blair, 2012; Fifolt & Lander, 2013).

For non-academic staff, this will be a different experience, as staff and leader training is often segregated; yet professional education research advises that work teams develop further and achieve faster when both leader and staff groups join in professional learning together (Crossan et al., 1999; Holman et al., 2007). While RIU sometimes surveys staff groups to ask them what courses they might be interested in, this group is not currently invited to co-construct learning plans and they are not introduced to talent data. There may be mistrust in the process, as it will be a new experience for many; however, AI methodologies (Cooperrider et al., 2008; Cockell & MacArthur-Blair, 2012; Fifolt & Lander, 2013) and a commitment to the participatory process (Holman et al., 2007; Hassenforder et al., 2015) will support the navigation through historic workplace relationship tensions that might emerge.

As there is currently no integration for professional development between academic and non-academic professionals, it is expected that faculty may not understand or appreciate the role they play in creating the conditions for professional learning and engagement in the HEI workplace (Whitchurch et al., 2012; Szekeres, 2011; Hollis, 2015; Gander, 2017). The professional development of faculty is heavily focused on teaching and research skills, i.e., core academic work skills, and no significant professional development is currently offered for leadership and teaming skills. This stakeholder's group reaction to the proposed change solution will bring curiosity, and, while not a goal of the change solution, but rather an aspiration, faculty colleagues who participate will see the value in integrating academic and non-academic professional learning (Whitchurch, 2019; Conway, 2012).

Within RIU, as previously highlighted in Chapter 1, I have a formal role categorized by RIU as a non-academic professional manager (PM) who leads a unit within a faculty that delivers educational services focused on professional learning and international education consultancy. I lead a full-time administrative team of 10 non-academic staff and an extended casual contract team of 150 education professionals with expertise in facilitation, learning design/development, and organization development. Informally, I advise and consult with teams inside RIU by using my expertise of organizational learning to inform the development of various initiatives, and this informal consultancy role has me working alongside both academic and non-academic executive leaders from across RIU.

As the change leader for the Sustainable Talent Learning Plan solution, I will draw upon my formal role, e.g., professional title, team resources, and experience, as well as my informal role, e.g., internal reputation, professional credibility, and knowledge of RIU culture, to curate the conditions required to advance this change effort. My formal role will permit access to talent, tools, and data that will facilitate the development of the tangible outputs of the proposed solution—the talent plan framework, the leader's toolkit, and the facilitated learning and working sessions. My informal role will encourage engagement and participation, as strong work relationships will support in developing continued understanding of the goals, needs, and aspirations of RIU, as well as assist in garnering support for this solution's pilot implementation, e.g., executive sponsorship and access to relevant talent data to inform the framework and toolkit process.

Other supports and resources. The OIP will build upon existing process and people structures. Specifically, the division I lead provides access to various learning design and development resources, as well as learning coordination resources such as planning tools, software, and budget templates.

Timeline. The timeline for the proposed plan is three years, with an anticipated start in late winter/early spring 2021. During the first year, an executive sponsorship and advisory group will be established, the participatory process will be prepared, and the preliminary design and development of the Sustainable Talent Development Framework and Leader's Toolkit will occur. The second year will include the change solution implementation when the pilot group will implement a strategic learning plan framework and apply the preliminary Leader's Toolkit. Lastly, the third year will refine the solution and incorporate improvements identified throughout the pilot, as well as, advance the solution to a new cohort of participants.

The timeline of change implementation activities considers three key operational calendars of RIU: the academic calendar year, the annual fiscal cycle, and the annual performance review process for non-academic PMs. RIU's academic work revolves around the pace and rhythm of these operational calendars; for the change implementation timeline to be feasible, these activities need to align accordingly (Buller, 2015; Kezar 2018). For example, by aligning to the fiscal calendar, the proposed change implementation activities can be included in the annual budget conversation, ensuring that resources for the change implementation plan are secured. Also, by aligning to the HR performance review cycle, the change solution activities will support the quality implementation and experience of that existing process.

Table 4 illustrates the key RIU operations that need to considered so as to best coordinate a solution for the project's effective delivery and ultimate impact. The intention is to integrate the solution into existing RIU operations. As highlighted in Chapter 2, a strength of RIU is that it has well-developed structures and operations. Table 4 presents the three operations of calendars of RIU: (1) academic, (2) financial, and (3) human resources. Each of these calendars has an operational rhythm. For example, the financial calendar has a mid-year and year-end review when budgets are examined and planned; it is important that the solution align to this cycle so that budget implications will be considered accurately. The HR calendar refers to the performance review cycle for non-academic leaders.

Table 4

Change Implementation Activities Aligned to RIU's Operations (Academic, Financial, and HR for Non-Academic Leaders) Calendars

	RIU Operational Activities by Calendar Month	**Proposed Change Implementation Activities in Consideration of RIU Operations**		
	RIU's three operational calendars for planning consideration: **Academic**, **Finance** and **HR (Non-Academic)**	**Phase 1 (2020-2021)** Planning, Sponsorship and Preparation	**Phase 2 (2021-2022)** Pilot, Co-Construction and Feedback	**Phase 3 (2022-2023)** Implementation, Refinement & Evaluation
Sep	*Academic*- Fall Semester Start		**Pilot Cohort Learning Session:** Orient pilot group to sustainable talent process & pilot toolkit	**Sustainable Talent Learning Session(s):** Intro to Sustainable Talent Framework & Toolkit ; Gather feedback
Oct	*HR*- Annual Goal Setting		**Pilot Cohort Toolkit Implementation:** Support pilot group use of toolkit to map individual/group needs to divisional, organizational goals	Sustainable Talent Toolkit is accessible with feedback survey schedule incorporated; Gather toolkit and goal setting data; Working Session: Sustainable Talent Committee
Nov	*Finance*- Mid-Year Financial Review			
Dec	*Academic*- Fall Semester Close			
Jan	*Academic* – Winter Semester Start	**Leadership:** Meet with RIU pilot Faculty leadership (Dean, Associate Deans, CAO) to gain sponsorship for organizational improvement plan pilot	**Pilot Cohort Learning Session:** Orient pilot group in *how to* methods for mapping, aligning & prioritizing individual, team, divisional and organizational goals with proposed budget	
Feb				**Sustainable Talent Learning Session(s):** Gather learning session feedback data); Working Session: Sustainable Talent Committee
Mar	*Finance*- Year-End Reporting & Five-Year Forecasting		**Advisory Roundtable:** Regroup early-advisors with pilot cohort to for feedback; Refine 2021-2022 Sustainable Talent Plan **Leadership:** Regroup to brief pilot faculty leadership on final talent plan output and proposed communications plan	Sustainable Talent Toolkit is accessible with feedback survey schedule incorporated; Leadership reviews Committee recommendations, provides feedback; Sustainable Talent Committee refines (as needed) 2022-2023 Sustainable Talent Plan
Apr	*Academic*-Winter Semester Close			
May	*Academic*- Spring/Summer Semester Start *HR*- Performance Activities Review	**Pilot Plan:** Develop pilot toolkit and working session materials; Early-Advisors for Roundtable: Invite attendees (inclusive of leaders, staff and faculty); Engage Divisional HR to gather relevant talent data to inform organizational and divisional talent needs to inform Sustainable Talent Framework		
Jun	*HR*- Calibration of Performance Ratings		Refine/Redesign Sustainable Talent Toolkit	Refine/Redesign Sustainable Talent Learning Sessions and toolkit as required
Jul	*HR*- Annual Performance Rating		2021-2022 Divisional Sustainable Talent plan communicated; Establish 2022-2023 Divisional Sustainable Talent Committee	Establish 2023-2024 Sustainable Talent Committee
Aug	*Academic*- Spring/Summer Semester Close	**Advisory Roundtable**: Launch Early-Advisors Roundtable to build awareness and source leader-volunteer for pilot cohort	2022-2023 Sustainable Talent Plan Launch & Implementation **Working Session:** Sustainable Talent Committee	

Human resources. The Sustainable Talent Learning Plan Framework with Leader's Toolkit will require change leader stamina (Bennett & Bush, 2013; Buller, 2015; Kezar, 2018); the solutions process is iterative and leader resources-intensive (Estel et al., 2019). With Phase 1 of the change implementation plan, the change in leader enthusiasm and stamina will need to be self-propelled. In my experience, initiatives such as these are reliant on the energy and commitment of the change leader's capability and capacity to plan, coordinate, and communicate (Kezar, 2018). During the first phase of the plan, the change leader can expect to be working from the "side of their desk" to advance this effort because while there will be support, there will be few resources to support the preparation and early communications effort. Like all stakeholders in the process, change leaders need to identify the incremental "wins" within each phase while being mindful of the big picture (Hiatt, 2006; Bennett & Bush, 2013; Kezar, 2018; Buller, 2015). The corresponding change monitoring and evaluation approach, in addition to the change communication plan and methods, will be critical to sustaining the solution strategy and overall momentum, as well as encouraging the change leader.

Technological. Tools will include Microsoft SharePoint for file repository, Microsoft Teams for virtual collaboration meetings, advisor group calendaring, and group instant messaging, Microsoft Azure for the data dashboard and Survey Monkey for the primary surveying. While these tools are available to all employees of RIU, their utilization adoption rates vary; some employees are readily applying them, and some have not utilized them at all. While the technology will enable better data gathering coordination and support team communications, additional training or just-in-time support using the tools is anticipated. For this reason, IT support and learning coordination resources are outlined within the financial plan for the proposed change solution; learning coordination will also perform as light project management for the change implementation plan.

Also included in technology are facilities and materials. The learning solutions within the change implementation plan are blended, meaning they require both face-to-face and online support; therefore, meeting spaces, audio-visual requirements, facilitation materials, and conviviality considerations, such as food and beverages for meeting engagements will need to be organized.

Financial. Financial considerations include both direct and indirect costs. Direct costs are attributed to facilities, technology, and catering, and there are budget templates that outline these costs as well as ratios that determine indirect costs to ensure full cost-recovery. In consideration of all costs, the total three-year investment for the proposed change solution is 168,870 CAD, with the following phased breakdown:

- Year 1 – Preparation, Planning, and Sponsorship = 17,910 CAD
- Year 2 – Pilot, Co-construction, and Feedback = 69,735 CAD
- Year 3 – Implementation, Refined Design, and Evaluation = 81,225 CAD

Tables 5, 6, and 7 outline the activities within the phases in addition to the indirect and direct cost assumptions. Within the indirect cost assumptions is the salaried time for personnel, e.g., change leaders, executive leadership, the HR Director and advisory group participants, required to enable the solution.

Table 5

Change Implementation Activities with Financial Assumptions Inclusive of Direct and Indirect Cost Considerations (Phase 1: Implementation)

<table>
<tr><th colspan="3">Phase 1 Implementation: Preparation, Planning and Sponsorship</th><th></th></tr>
<tr><td>Activities</td><td>Resource Requirements</td><td>Resource Costs (Direct/Indirect)</td><td>Total Investment</td></tr>
<tr><td>1. Consultation Leadership
- Presentation(s) preparation and delivery. meeting coordination and management, data review, engagement of executive team, HR, recruitment of early advisors</td><td>- 1 x Internal change agent at salaried time
- 1 x Internal solutions coordinator at salaried time
- HR, Executive, Advisory at salaried time</td><td>- Internal Consultant at salaried time 645/day @7 days = 4515 CAD
- Internal Coordinator at salaried time 240/day @2 days = 480CAD
- Internal Client Group at salaried time assumes 600/hour @10 hours = 6000 CAD</td><td rowspan="2">$17,910.00</td></tr>
<tr><td>2. Toolkit Design and Development
- Creation of presentation materials, templates, reading/resources list
- Creation of SharePoint site with taxonomy to access materials and data collection mechanism to monitor tools access</td><td>- 1 x Learning Design Specialist at 5 days to develop preliminary toolkit (inclusive of consultation time)
- 1 x Internal Learning IT Specialist at 1 day salaried time to support learning design in SharePoint
- Microsoft Power BI link to SharePoint for data gathering and visualization</td><td>- Internal Learning IT 315/day @ 1day = 315CAD
- Learning Design Specialist 1320/day @ 5 days = 6600 CAD
- Microsoft Software = 0CAD</td></tr>
</table>

Table 6

Change Implementation Activities with Financial Assumptions Inclusive of Direct and Indirect Cost Considerations (Phase 2: Pilot, Co-construction, and Feedback)

Phase 2 Pilot, Co-Construction and Feedback			
Activities	Resource Requirements	Resource Costs (Direct/Indirect)	Total Investment
1. Consultation Leadership - Presentation(s) preparation and delivery. meeting coordination and management, data review and reporting, engagement of executive team, HR, advisors, recruitment of Sustainable Talent Committee	- 1 x Internal change agent at salaried time - 1 x Internal solutions coordinator at salaried time - HR, Executive, Advisory at salaried time	- Internal Consultant 645/day @24 days = 15480 CAD - Internal Coordinator at salaried time 240/day @7 days = 1680CAD - Internal Client Group at salaried time assumes 600/hour @30 hours = 18000 CAD	**$69,735.00**
2. Advisory Roundtable - Session Design & Facilitation	- 2 x Roundtable session professionally facilitated - 1 x Roundtable facilitator (pre-meeting, delivery, post-session reporting) - Blended Facilitation Support Required and Catering	- 3600CAD/roundtable facilitation x 2 = 7200 CAD - Room/AV/LMS/Materials @ 500CAD x 2 sessions = 1000 CAD - Catering @ 40/person assumes 15 people = 600 CAD x 2 sessions = 1200CAD	
3. Pilot Cohort Learning Sessions - Session Design & Facilitation	- 2 x Learning session professionally facilitated - 1 x Learning facilitator (pre-meeting, delivery, post-session reporting) - Blended Facilitation Support Required and Catering	- 3600CAD/roundtable facilitation x 2 = 7,200 CAD - Room/AV/LMS/Materials @ 500CAD x 2 sessions = 1,000 CAD - Catering @ 40/person assumes 40 people = 1,600CADx 2 sessions = 3200CAD	
4. Pilot Cohort Toolkit Application Support - Leader and staff support / coaching as needed / online community coordination	- 1 x Online Community Coordinator/Tools Coach - Microsoft Power BI link to SharePoint for data gathering and visualization - Canvas LMS Access	- Internal Learning IT 315/day @ 4days = 1260CAD - 5600 CAD/online community coach x1=5600CAD - Microsoft and Canvas Software = 0CAD	
5. Toolkit Redesign and Development - Data and feedback review and reporting - Revisions to presentation materials, updates/redesign to templates and reference materials - Maintenance and updates to SharePoint site	- 1 x Learning Design Specialist at 5 days to develop preliminary toolkit (inclusive of consultation time) - 1 x Internal Learning IT Specialist at 1 day salaried time to support learning design in SharePoint	- Internal Learning IT 315/day @ 1day = 315CAD - Learning Design Specialist 1320.day @ 5 days = 6600 CAD	

Table 7

Change Implementation Activities with Financial Assumptions Inclusive of Direct and Indirect Cost Considerations (Phase 3: Implementation, Refined Design, and Evaluation)

Phase 3 Implementation, Refined Design and Evaluation			
Activities	Resource Requirements	Resource Costs (Direct/Indirect)	Total Investment
1. Consultation Leadership - Presentation(s) preparation delivery; Meeting coordination management; Data review reporting: Engagement of executive team, HR, advisors: Recruitment of Sustainable Talent Committee	- 1 x Internal change agent at salaried time - 1 x Internal solutions coordinator at salaried time - HR, Executive, Advisory at salaried time	- Internal Consultant 645/day @24 days = 15480 CAD - Internal Coordinator at salaried time 240/day @7 days = 1680CAD - Internal Client Group at salaried time assumes 600/hour @30 hours = 18000 CAD	**$81,225.00**
2. Sustainable Talent Committee - Working Session Design & Facilitation	- 2 x Committee session professionally facilitated - 1 x Committee facilitator (pre-meeting, delivery, post-session) - Blended Facilitation Support and Catering	- 3600CAD/roundtable facilitation x 2 = 7200 CAD - Room/AV/LMS/Materials @ 500CAD x 2 sessions = 1000 CAD - Catering @ 40/person assumes 15 people = 600 CAD x 2 sessions = 1200CAD	
3. Sustainable Talent Learning Sessions - Session Design & Facilitation	- 2 x Learning session professionally facilitated - 1 x Learning facilitator (pre-meeting, delivery, post-session) - Blended Facilitation Support and Catering	- 3600CAD/roundtable facilitation x 2 = 7200 CAD - Room/AV/LMS/Materials @ 500CAD x 2 sessions = 1000 CAD - Catering @ 40/person assumes 40 people = 1600CADx 2 sessions = 3200CAD	
4. Sustainable Talent Toolkit Application Support - Leader and staff support / coaching as needed	- 1 x Online Community Coordinator/Tools Coach - Microsoft Power BI link to SharePoint for data gathering/ visualization - Canvas LMS Access	- Internal Learning IT 315/day @ 4days = 1260CAD - 5600 CAD/online community x1 = 5600CAD - Microsoft and Canvas Software =0CAD	
5. Sustainable Talent Data and Feedback Monitoring & Reporting - Data and feedback review and reporting; Revisions to presentation materials, updates/redesign to templates and reference materials; Maintenance and updates to SharePoint site	- 1 x Internal change agent at salaried time - HR, Executive, Committee at salaried time - 1 x Learning Design Specialist at 2 days to develop preliminary toolkit - 1 x Internal Learning IT Specialist at 1 day salaried time to support learning design in SharePoint	- Internal Consultant at salaried time assumes 645/day @5 days = 3225 CAD - Internal Client Group at salaried time assumes 600/hour @ 10 hours = 6000 CAD - Internal Learning IT 315/day @ 1day = 315CAD - Learning Design Specialist 1320/day @ 2 days = 2640 CAD	
6. Sustainable Talent Recommendations Report - Data review,consultation, development and delivery	- 1 x Internal change agent at salaried time - HR, Executive, Committee at salaried time	- Internal Consultant at salaried time assumes 645/day @5 days = 3225 CAD - Internal Client Group at salaried time assumes 600/hour @ 5hours = 3000 CAD	

In addition to the Sustainable Talent Learning Plan solution's process costs, there will be costs pertaining to the plan itself. In the education sector, the average spend on employee training and development is ~$1,300 CAD per employee per year (Freifeld, 2019). The projected employee group sample size of non-academic professionals for the pilot division assumes an average of 50 non-academic professionals; therefore, the total annual training and development investment will be $65,000 CAD/year, i.e., 50 employees multiplied by $1,300 CAD, which equals $130,000 over the second and third years of the plan. The Sustainable Talent Learning Plan with Framework and Leader's Toolkit change process and the annual learning and development activities will total a projected investment of $298,700 CAD, which equals $168,870 CAD for the three-year change solution implementation plan, plus $130,000 for the two-year training budget.

RIU data. Implementing the Sustainable Talent Learning Plan solution will require access to RIU data and information, e.g., mission, strategic mandate agreement, operational budget, HR and academic planning priorities, talent capacity projections, job descriptions, competency models, and performance review data. Reviewing some of this data will require the support and authorization of HR and executive leadership.

While one aspect of reviewing data is determining what data can be accessed, another is determining the data that the solution itself will produce and the corresponding participatory process. By its nature, participatory data analysis involves bringing a group of stakeholders, such as the change solution's pilot group of leaders and staff, into the data interpretation and meaning-making processes (Baum et al., 2006; Hassenforder et al., 2015). Essentially, the participatory process is collaborative inquiry, and encouraging inquiry requires encouraging stakeholders to co-construct the information gathering and sharing mechanisms (Baum et al., 2006; Hassenforder et al., 2015).

Potential implementation issues. Commitment to a participatory process heavily influences the implementation process because implementation needs to be iterative and responsive. This presents a few potential risks, including: (1) maintaining the solution direction—as feedback emerges and influences the solution design and approach, there is a risk in maintaining a focus on goals; (2) maintaining participation—if there is too much participation from colleagues in the implementation process, this can produce solution fatigue; and (3) gathering feedback and determining criteria for feedback incorporation—if the change leader is asking for feedback and collecting feedback, then evidence must exist of acknowledging and incorporating feedback; otherwise, the authenticity needed for this process to be engaging is at risk. Navigating these risks will require careful consideration of who is being asked to participate and why (Djordjevic & Cotton, 2011).

As previously stated, RIU has a goal-planning system for non-academic and non-unionized employees; this will need to be considered when developing the toolkit, as processes will require alignment so that colleagues do not feel that they are duplicating their efforts. The intention is to improve current process mechanisms, not add more processes.

Value to leaders will also need to be demonstrated if the solution is to be adopted more broadly post-pilot. Consideration will need to be given to leader development and reward and recognition strategies (Hiatt, 2006; Bennett & Bush, 2013). The proposed solution is people-intensive in terms of the number and diversity of the groups to be engaged, developed, and informed, and it will require heightened communication and consideration of colleagues' work calendars for scheduling. Further, during the proposed preparation and pilot phases, RIU will be experiencing key academic leadership position re-appointments, which may be an opportunity to engage new colleagues or a limitation, as new colleagues require time for onboarding and will have no context for the solution.

Building momentum: Short-, medium-, and long-term goals. Building momentum begins with developing awareness (Hiatt, 2006) to ready the group to gain knowledge. Then, that knowledge is applied, leading to improved individual, team and organizational capacity. The short-, medium-, and long-term goals are as follows:

Short term: Increase awareness. While executive leadership and the non-academic HR director will have already developed awareness, this awareness will be further developed to promote building the momentum for the solution buy-in. Sustaining awareness strategies will be required throughout all phases (Djordjevic & Cotton, 2011).

Medium term: Increase leader and professional capability. In the second phase, with the implementation of the pilot process, the advisory group and pilot working sessions will assist in building momentum for the change solution while also developing leadership and professional knowledge and practicing the toolkit application.

Long term: Increase employee engagement. RIU's 2016–2107 employee engagement survey results identified that non-academic employees of the university are less engaged than their academic peers. In 2020, RIU launched the survey again, the results of which will be made available in late 2020 and will serve as the new baseline for RIU's employee engagement measure. By 2025, when the next employee engagement survey is anticipated, the Sustainable Talent Learning Plan and Framework with Leader's Toolkit will have been developed, piloted, refined, and expanded. The 2025 employee engagement results can serve as a new metric to compare to the 2020 baseline results and can be used to determine whether employee engagement has improved.

Acknowledging limitations. Many factors contribute to employee engagement, thereby making it difficult to influence (Kahn, 1990; Attridge, 2009; Wasilowski, 2016; Tucker, 2017; Eldor Vigoda-Gadot, 2017). Learning development is a proven tool for engagement augmentation, and while the Sustainable Talent Learning Plan solution will advance this, it will only be as successful as the commitment of the parties enabling it (Cooksey, 2003; Blackmore, 2010; Breevaart et al., 2015; Schein, 2016).

Organization development research advises that organizations learn via three organizational learning communities: individual, group, and organizational (Senge, 1990; Crossan et al., 1999; Schein, 2016). These communities then learn by engaging in formal and informal learning activities that result in them *intuiting*—developing early recognition of a need to understand and/or explore; *interpreting*—exploring and explaining concepts and ideas to gain further understanding; *integrating*—applying experiential learning techniques to trial and test ideas; and *institutionalizing*—determining and implementing learning into organizational routines, which results in organizational common practice (Crossan et al., 1999). Over time, this learning results in gained experience, which leads to organizational transformation (Senge, 1990; Schein, 2016). As articulated earlier, RIU will need to engage all organization levels to: (1) develop awareness of what talent development and engagement is and why it needs to be focused on; (2) identify opportunities to effectively integrate the talent development into collective operations; and (3) evolve its efforts into business-as-usual routines (Crossan et al., 1999).

Change Process Monitoring and Evaluation

The proposed Sustainable Talent Learning Plan solution is both a process and a suite of learning development interventions that require artifacts and measures. Two models will be used for the change and monitoring processes: (1) RE-AIM will be used as an evaluation planning tool to addresses the question of how the change approach is/was implemented (Jilcott, Ammerman, Sommers, & Glasgow, 2007); and (2) the Plan-Do-Study-Act (PDSA) model will be used as a quality improvement tool that addresses the change approach's iterative outcomes and questions how these outcomes might be improved (Bryk et al., 2015).

Planning the evaluation: The RE-AIM model. The RE-AIM model (see Table 8) was originally developed in the mid-90s in response to the need for knowledge mobilization strategies. It was then refined by health practitioners in the mid-2000s to help determine the strengths and weaknesses of different approaches to health promotion, chronic disease self-management, and behaviour change interventions (Jilcott et al., 2007; Harden et al., 2018). RE-AIM emphasizes the evaluation of five dimensions: (1) reach to the target population; (2) efficacy or effectiveness of the intervention; (3) adoption by the organization; (4) implementation of the delivery of intervention; and (5) maintenance of the intervention effects in individuals, populations, and settings (Jilcott et al., 2007).

Table 8

RE-AIM Model Overview (Jilcott et al., 2007)

RE-AIM Model Overview	
Reach	The number, proportion, and representativeness of individuals who participate in the engagement process or solution.
Effectiveness	The impact of the solution on key outcomes (short, medium and long-term).
Adoption	The number, proportion, and representativeness of those who initiate the solution as well as in what setting.
Implementation	Extent to which solution components are delivered as intended and associated implementation strategies such as: consistency of delivery, time, costs.
Maintenance	Organizational: extent to which a solution is institutionalized (evolve to be a routine organizational practice and/ or policy.)

Table 8 provides an overview of the RE-AIM framework that will serve to provide insights into the overall solution monitoring and will be incorporated as follows:

Reach. Reach will be determined by calculating the number of total possible participants, e.g. 60 is the estimate, who could be reached via the proposed solution's pilot. Sixty participants assumes ten non-academic PMs each with a minimum of four non-academic direct reports, as well as additional executive leadership representatives participating in the proposed advisory committee and/or having a sponsorship role. The participation level will be monitored over the duration of the implementation and will include attendance at meetings and working sessions, feedback and contribution during learning sessions, accessing online materials, and ad hoc conversations.

Effectiveness. Effectiveness will include determining how the proposed solution increased awareness of the need for talent development strategies, as well as how the solution's activities increased professional and leadership capability. For awareness effectiveness, solution participants will be surveyed pre-solution at various intervals, as well as post-solution to determine talent engagement awareness and any indicators of awareness development throughout the solution delivery.

For professional and leadership capability improvement, the training/learning sessions will apply pedagogical assessment methods, e.g., in-class learning activities, peer presentations, and online chat engagements, to assess for understanding of what constitutes talent data and how this data is applied during training sessions, e.g., how leaders gather data to complete a talent planning template for their team. This data will provide insights into capability gained and capability gaps.

***Adoption*.** Within existing learning surveys, adoption will be captured by asking participants about their "likelihood to recommend." This is a common learner experience question that measures customer loyalty, and the greater the likelihood to recommend, the greater enthusiasm for the solution and commitment to adoption (Sauro & Lewis, 2016).

***Implementation*.** During action review (DAR) and after action review (AAR) processes and templates will be employed to determine whether the solution is being implemented as intended in terms of timing, costs, and resources.

***Maintenance*.** Maintenance will require consideration of both individual participants and the organization. For the individual consideration, a 90-day post-pilot participant interview and/or survey will be applied to determine if and how the process is continuing to be leveraged post-formal participation. For the organization consideration, an HR feedback session will be employed 90 days post-solution implementation to gain insights into how the process may be advanced. An additional 180 days post-implementation session will also be conducted to determine whether there is ongoing HR practice and/or emerging considerations for HR policy.

Quality improvement: The PDSA model. The PDSA model, which is depicted in Figure 1, is an iterative, four-stage model used for improving a process or carrying out change (Bryk et al., 2015). It allows change leaders to assess how, on a small scale, the proposed change solution is working so that refinements can be made before committing or advancing the solution for broader implementation. The PDSA cycle is shorthand for testing a change in a real work setting—by planning to use it, trying it, observing the results, and acting on what is learned (Bryk et al., 2015).

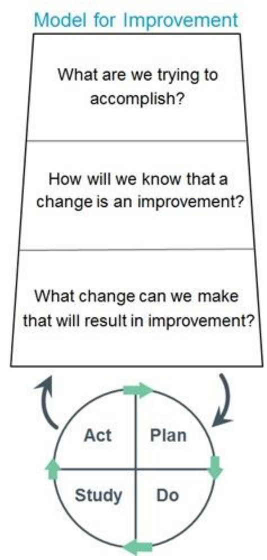

Figure 1. The Plan-Do-Study-Act model for improvement (retrieved from www.ihi.org, 2020).

In the proposed OIP solution, the four-phased PDSA model will be applied as follows: (1) Plan—define the solution/activity objectives within the change phase and identify how the data collected will inform any refinements or changes in the proposed activity approach; (2) Do—implement the proposed activity and document any activity observations and outcomes; (3) Study—review the activity data, and summarize and reflect on the lessons learned; and (4) Act—

determine the activity modifications, and refine the current and future change activities accordingly (Bryk et al., 2015).

Integrating RE-AIM and PDSA. The organizational setting and its operations, combined with the iterative dynamic of the change solution, presents challenges when planning to align an evaluation plan with activities outlined in the change pathway. Figure 2 illustrates the RE-AIM model as it applies to the phases of the proposed change pathway so that the RE-AIM methods can be applied before, during, and after each phase. Within each proposed change phase, there are stages, and it is at these stages that the PDSA model will be implemented.

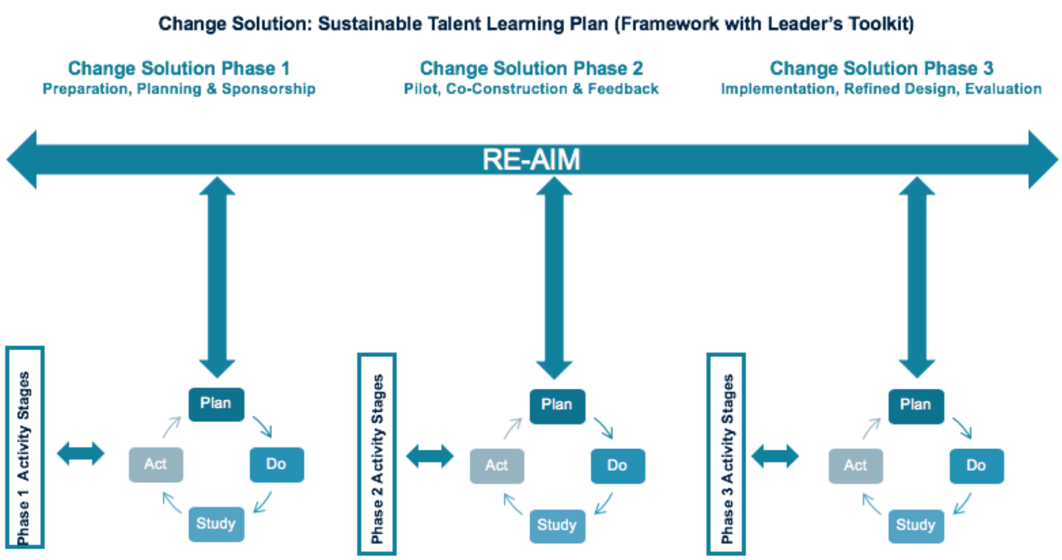

Figure 2. RE-AIM and PDSA model integration (Rees-Johnstone, 2020).

All the phases include the following stages: Plan—using relevant RE-AIM dimensions and available data to plan activity goals/priorities, stakeholder communications activity resources; Do—using planned activity processes and supporting appropriate adaptations as needed during implementation; Study—observing and collecting insights from activities so as to develop iterative adjustments; and Act—to plan for follow-ups with key stakeholders.

As the bidirectional RE-AIM arrow suggests, the end of one phase is also the beginning of another. It may not be feasible to employ all elements of the RE-AIM model before and after each phase (Jilcott et al., 2007; Harden et al., 2018). The above figure indicates that the process can also begin at any temporal stage of the change solution implementation as deemed appropriate.

Pragmatically measuring RE-AIM outcomes will include leveraging data already collected within the organizational setting, e.g., existing performance review data or learning survey methods. This will further reduce evaluation costs for RIU and enhance data meaning relevance for stakeholders (Jilcott et al., 2007; Harden et al., 2018). Enhancing meaning relevance increases the likelihood of participation in the solution's process and activities to improve (Jilcott et al., 2007; Harden et al., 2018).

The RE-AIM framework (Jilcott et al., 2007), coupled with the PDSA model (Bryk et al., 2015), supports the ADKAR (Hiatt, 2006) change pathway model and the primary commitment to a participatory process approach. Inherent in the PDSA approach is collaborative inquiry—a key tenet of the participatory process (Hassenforder et al., 2015). This process monitoring and evaluation method promotes an active learning methodology (Bryk et al., 2015) that can amplify stakeholder participation and engagement.

With the proposed solution's activities and consideration for change evaluation and monitoring outlined, this next section will focus on change communications. Once again, the ADKAR change model will serve as a communications framework, thereby aligning the change diagnosis, the change pathway, and the change communications.

Plan to Communicate the Need for Change and the Change Process

Talent development for academic leaders is not yet a familiar concept in Canadian higher education; therefore, the context setting and the proposed solution's rationale will require effective engagement and a thoughtful communications approach to develop awareness and buy-in to the proposed change solution. To communicate the proposed change to the various stakeholders in RIU, this section focuses on why communication is important and how change will be communicated to the key stakeholders. I stated earlier how, as a change leader, my experience in professional learning and organization development allows me to liaison between RIU leadership, divisional executive leadership, and stakeholders. This section will outline how I plan to communicate as a leader in this plan, which will be guided by the ADKAR model (Hiatt, 2006).

Awareness and Desire. As stated earlier, HEIs are people-intensive entities, and human capital is an HEI's largest budget expenditure (Greene & Lasher, 2001; Biddle & Holden, 2017; Wasilowski, 2016). For the proposed change solution to be implemented, talent will need to be perceived as an investment rather than an expenditure. Executive sponsors, and subsequent HEI leaders, need to acknowledge that there is a risk to all levels of the HEI operation if strategic and integrated talent engagement strategies are not employed. Awareness and communication need to be compelling in order to build momentum for action so that the proposed solution implementation plan can be piloted.

The communication methods for ADKAR's *Awareness* and *Desire* phases will reinforce why RIU focuses on employee engagement measures. Further, they will illustrate the risks associated if no actions are implemented to improve employee engagement. To this aim, I propose developing and making available a research literature review and corresponding

PowerPoint presentation that presents how high levels of employee engagement can be attributed to: (1) increased well-being and mental health for employees and students—as measured by reduced absenteeism, employee disability claims and student crisis service usage; (2) increased organizational performance—as measured by teaching and research output and academic administration innovation; and (3) improved financial performance (Aggarwal, 2007; Bornay-Barrachina et al., 2011; El-Ghalayani, 2017; Meyer, 2016; Tucker, 2017). These communications artifacts will be presented at stakeholder meetings. I will present a method for calculating employee disengagement costs so that an RIU division and/or team can calculate their own costs and compare this data to the investment needed to implement strategies to improve employee engagement. Table 9 presents a method for calculating the cost of employee disengagement in a Canadian HEI.

Table 9

HEI Employee Disengagement Cost Calculation Method

HEI Employee Disengagement Cost Calculation		
Step 1: Determine number of disengaged employees.	**Total Number of Employees x 17.2%** **=** **Total Number of Disengaged Employees**	Multiply 17.2 % by the total number of employees on a team or in a division. For example, if there are 5 employees on a team, the equation is 5 x 17.2% = 0.86 which is then rounded up to 1; therefore 1 employee on a team of five is disengaged. (*Note*: The Gallup organization has calculated that on average, 17.2% of an organization's workforce is actively disengaged*. Therefore, 17.2% is used to determine the number of employees from a total employee population who are likely to be disengaged. (Adkins, 2016)). * Actively disengaged employees are physically present at work but are emotionally disconnected. They are unhappy with their work, share their unhappiness with coworkers and can jeopardize the performance of their teams (Adkins, 2016).
Step 2: Determine employee annual salary and benefits cost.	**Employee Base Salary + 25% Employment Benefits** **=** **Total Annual Salary For Employee**	For example, if an employee's annual salary is 60,000 add 25% in benefits (15,000) to calculate their total annual salary as 75,000. (*Note*: 25% is the benefits cost calculation for RIU). Sample Total Annual Salary for Non-Academic Staff and Leader: - Assume 1 Non-Academic Staff's Total Annual Salary = 87,500 (70,000 (base salary) + 17,500 (25% benefits)) - Assume 1 Non-Academic Leader's Total Annual Salary = 150,000 (120,000 (base) + 30,000 (25% benefits)
Step 3: Determine cost to organization for employee disengagement.	**Employee's Total Annual Salary + 34%** **=** **Total Disengagement Cost Per Employee**	For example, if an employee's total annual salary is 75,000, add 34% (25,500) to calculate the cost to the organization for their disengagement which is calculated as 100,500$. (*Note*: An actively disengaged employee costs 3400$ for every 10000$ in employee salary; therefore 34% is the disengagement % calculation cost (Hollis, 2015).

Table 9 outlines a three-step method to determine the total cost of disengagement. Next, this calculation method is applied to the context of RIU, as illustrated in Table 10.

Table 10

HEI Employee Disengagement Cost Calculation Method Applied to RIU

RIU Employee Disengagement Costs for Non-Academic Employees		
1. RIU Calculation to Determine Total Number of Disengaged Employees		
Team Level	**Divisional Level**	**Organizational Level**
Total Number of Disengaged Employees on a Team of 5 Employees = 1	Total Number of Disengaged Employees in a Division of 118 Employees = 17	Total Number of Disengaged Employees in an Organization of 2298 Employees = 335
Assumptions: - A team of 1 Non-Academic Leader and 5 Non-Academic Staff. Of the 5 Non-Academic Staff, 1 is disengaged (5 x 17.2 %= 0.86; 1 person).	Assumptions: - A division of 18 Non-Academic Leaders and 100 Non-Academic Staff. Of the 18 Non-Academic Leaders, 3 are disengaged (3 x 17.2% = 3.1; 3 people). Of the 100 Non-Academic Staff, 17 are disengaged (100 x 17.2% = 17.2; 17 people).	Assumptions: - RIU has 348 Non-Academic Leaders and 1950 Non Academic Staff. Of the 348 Non Academic Leaders, 60 are disengaged (348 x 17.2% = 59.9; 60 people). Of the 1950 Non Academic Staff, 335 are disengaged (1950 x 17.2% = 335.4; 335 people)
2. RIU Calculation to Determine Total Cost of Employee Disengagement		
Team Level	**Divisional Level**	**Organizational Level**
Total Disengagement Cost to Team = 117.500 (118K)	Total Disengagement Cost to Division = 2,600,500 (2.6M)	Total Disengagement Cost to Organization= 52,950,000 (53M)
Assumptions: - 1 Non-Academic Staff Employee Total Disengagement Cost = 117,500 (87,500 + 34% (29,750)) OR 1 Non-Academic Leader Employee Total Disengagement Cost = 201,000 (150,000 + 34% (51,000) = 201,000CAD	Assumptions: - 17 Non-Academic Staff Employee Total Disengagement Cost = 1,997,500 (117,500 x 17) - 3 Non-Academic Leader's Total Disengagement Cost = 603,000 (201,000 x 3)	Assumptions: - 348 Non-Academic Staff Employee Total Disengagement Cost = 40,890,000 (117,500 x 348) - 60 Non-Academic Leader's Total Disengagement Cost = 12,060,000 (201,000 x 60)

Table 10 illustrates that if one non-academic PM per year moves from actively disengaged to neutral, this will result in cost savings of $51,000 CAD/year for an RIU team. Further, if one non-academic staff member moves from actively disengaged to neutral, the savings will be $29,750 CAD/year. Improving the engagement levels of these two employees equals $80,750 CAD/year in savings. The average annual investment of the Sustainable Talent Learning Plan and Framework with Leader's Toolkit is $80,000 CAD/year, which equates to an average of three non-academic staff employees moving from actively disengaged to neutral annually. If all 118 non-academic employees move from actively disengaged to neutral, this will equate to savings of $3,902,000 CAD, reducing the total disengagement cost for a division to $4,134,340, or 4.1M from the projected 8M. This scenario does not consider the productivity gains that can result from the investment should an employee move from actively disengaged to engaged, such as improved leadership and professional capabilities, which in turn improve work-relationship dynamics, which in turn improve workplace wellness and mental health, performance, innovation, and revenue generation (Aggarwal, 2007; Bornay-Barrachina et al., 2011; El-Ghalayani, 2017; Meyer, 2016; Tucker, 2017).

In the OIP context, the executive sponsors are three academic administrators—tenured faculty colleagues—who currently assume appointed academic administrative positions within the faculty division which is the proposed pilot setting for the change solution implementation. Also included in this executive sponsor group is a Chief Administrative Officer—a non-academic professional manager (PM). For this group, I will prepare a customized divisional cost case study, applying the cost calculation to their division in addition to the research literature report. The proposed pilot division's disengagement costs can be estimated at 2.6M, as outlined in Table 10 above, with an anticipated 3% increase per year—3% being the planned projected annual salary growth rate for RIU—equating to an average increase of 80,000 CAD annually. Over three years, the division can anticipate a total disengagement cost of 8,036,340 CAD, or 8M.

For the non-academic HR Director, while they will benefit from having the research literature, divisional case study, and cost calculation methods available to them, they will come to the solution with a firm understanding of the rationale as to why RIU is focused on employee engagement. For this stakeholder, the focus will be on communicating how the solution aligns with, and complements, existing HR processes, such as the annual performance review cycle, and how this change implementation plan will enable the HR Director to achieve their goals and objectives (Mansour et al., 2015, El-Ghalayini, 2017).

The advisory group—inclusive of executive sponsors, the HR director, and non-academic and academic representatives—will benefit from the research literature and the insights derived from the case study cost scenarios. Within this group, for non-academic leaders specifically who oversee team budgets, the cost calculation method will be helpful in determining their own professional development budgets and reconciling, in concrete terms, how their leadership and professional capability affects RIU's bottom line.

Knowledge and Action. The proposed change solution is an organizational learning solution; thus, throughout the change pathway are committee/group engagements, learning/training events, and on-the-job support to enable the application of tools, approaches, and leadership practices. These activities will incorporate a variety of pedagogical methods to develop practitioner knowledge and skills, such as those grounded in AI, which will require peer group dialogue, brainstorming, and ideation, as well as on-the-job trial and error supported by peer coaching and an online community of people and resources (Cooperrider, 2008; Crossan et al., 1999; Bryk et al., 2015). Additionally, with each interaction exists the opportunity to reinforce key messaging as to the rationale for employee engagement focus and the connection to self, peer, and leader in creating the conditions of an engaged workplace (Holman et al., 2007; Bennett & Bush, 2013).

Reinforcement. With respect to ADKAR (Hiatt, 2006), "R" references *reinforcement*, which requires consideration of how to maintain the change solution. As articulated earlier in this chapter, the RE-AIM and PDSA evaluation cycles will play an integral role in enabling the communications due to their inherent participatory approach design, which promotes collaborative inquiry and a focus on continuous improvement (Bryk et al., 2015). Stakeholders will be active in completing surveys and participating in focus groups. Additionally, they will actively vocalize their observations, allowing for meaningful communications to occur.

Table 11

Proposed Change Solution's Communication Plan Aligned to ADKAR (Hiatt, 2006)

ADKAR Change Pathway Model (Hiatt, 2006)	**Proposed Change Solution - Communications**		
	Target Audience	**Key Message**	**Channels**
Awareness & **Desire**	- Executive Sponsors (Dean, Associate Deans, CAO) - Divisional HR Director - Advisory Group & Working Committee (Non Academic and Academic Representatives)	- Context for Employee Engagement (why this, why now) - Costs of Disengagement and Rationale for Talent Investment - Proposed solution integrates into existing HR solutions (Performance Review & Learning Events) - Solution is a participatory process and is co-constructed	- Self-Directed Review of Research Literature Report and Disengagement Calculation Method - Face: Face and Video Conference Presentation with Case Study and Q&A follow up - 1:1 Follow-Up Conversations
Knowledge & **Activity**	- Executive Sponsors (Dean, Associate Deans, CAO) - Divisional HR Director - Advisory Group, Working Committee & Pilot Participants (Non Academic and Academic Representatives)	-Self, peers and leaders (academic and non-academic) have a pivotal role in developing the conditions for workplace engagement -Leadership and professional capabilities can improve workplace experience -Existing processes can be used and improved	- Learning workshops - Self-Directed Reading Materials - 1:1 Conversations - Online and Face: Face Advisory and Committee Meetings
Reinforcement	- Executive Sponsors (Dean, Associate Deans, CAO) - Divisional HR Director - Advisory Group, Working Committee & Pilot Participants (Non Academic and Academic Representatives)	-Self, peers and leaders (academic and non-academic) have a pivotal role in developing the conditions for workplace engagement -Leadership and professional capabilities can improve workplace experience	- Survey and focus group participation - Presentations of Data Outcomes - Online and Face: Face Advisory and Committee Meetings - Follow-Up 1:1 Meetings

Table 11 uses the ADKAR framework to orient a communication plan that considers *who*, i.e., the target audience, *what*, i.e., the content of the message, and *how*, i.e., the channel for communication to increase awareness and desire for the proposed change, knowledge and ability to understand and develop skills to support the change, and reinforcement to create communication structures that will allow the change to gain momentum. All that is recommended further aligns with the principles of AI in that the communications solutions are participatory, collaborative, and inclusive (Cooperrider et al., 2008).

Conclusion

This chapter has used the theory and frameworks established in Chapters 1 and 2 to develop a practical approach by which the PoP could be addressed at RIU. In an HEI where functional bureaucracy (Manning, 2018) is the norm, the change solution presents tangible outputs in the form of a self-directed toolkit and peer learning activities while also employing organization learning and development mechanisms to develop leader and professional capabilities.

In developing leader and professional capabilities within a work process, the solution is positioned to improve the local leader-member relationship dynamic, thus increasing the level of workplace engagement employees perceive (Breevaart et al., 2015, Dulebohn et al., 2012; Laschinger et al., 2012). By focusing on the individual, benefits are experienced by teams, divisions, and, in time, the organization at large (Crossan et al., 1999).

The long-term goal for this initiative is not expected to be met until after the proposed solution has been implemented. However, in respecting RIU's existing operational rhythms and structures (Buller, 2015; Kezar, 2018), the solution and its corresponding activities will be well-received and worthwhile, as in the short term, existing processes, such as the annual performance review cycle for non-academic leaders, will improve. Communicating the change strategically and using methods that are relevant to each division will help stakeholders realize the benefits of this initiative in their post-secondary workplace.

Next Steps and Future Considerations

RIU is a Canadian research-intensive university that has maintained a strong leadership position in the post-secondary sector. Throughout its 50+ year history, it has demonstrated a capacity and capability for innovation and change. In 2015, it actively listened to the results of an internal employee engagement survey that identified that its non-academic talent was less engaged than its academic talent. Notably, these results are not isolated. In 2017, engagement reports identified that post-secondary institutions are the most disengaged workplaces in the world (Gallup, 2017), and in international HEI contexts, non-academic disengagement has become increasingly documented (Whitchurch, 2012; Szekeres, 2011; Ryttberg & Geschwind, 2017; Sebalj et al., 2012).

RIU's executive leadership has very clearly articulated that the university needs to focus on its talent development—not only in terms of students, but also in terms of employees (RIU HR website 2020). In 2017, RIU committed to (1) ensure that continuous learning and staff development is a top priority for the university by developing managers' awareness of their role towards support staff, (2) establish a career development program that supports all employees; and (3) broaden senior leadership development specifically (RIU HR website 2020). Meeting this commitment will require the HEI to be developed not only as an academic teaching and research environment, but also as an inclusive workplace (Hollis, 2015). The influence of the academic and non-academic binary inherent in RIU's organizational structures and policies, which inform its workplace culture, will need to be identified, observed, discussed, and evolved (Baldridge, 1983; Blackmore et al., 2010; Brink et al., 2012).

The Sustainable Talent Learning Plan (Framework with Leader's Toolkit) is the first step to evolving the talent development approach in the RIU workplace. The proposed three-year intervention will present a tangible output in the form of a talent learning plan, a leader's toolkit, and a series of learning development activities for non-academic leaders and staff. It will also set the stage for the development of the intangibles, such as leadership and professional capability development, to improve the relationship dynamic between leaders and staff. By strengthening this relationship's trust dynamic specifically, the proposed change solution will positively influence employee engagement in the RIU workplace (Breevaart et al., 2015; Cropanzano et al., 2005; Dulebohn et al., 2012; Graen et al., 2010).

At year three of this OIP, the proposed solution has the potential to continue to build so that when instituted, each division across RIU could be in a position to develop and deliver a Sustainable Talent Learning Plan. This process will cultivate collaboration, leadership, and professional capability (Schein, 2016) and build the culture of the university, thus creating the conditions needed for engagement (Laschinger et al., 2012).

After year three, an iteration of the proposed change solution is to continuously improve the change solution's process and the tangible outputs for non-academic talent while also evolving to include academic leaders and staff in meaningful ways. Non-academic professionals— leaders and staff — articulate feeling unvalued or disregarded by their academic peers (Ryttberg & Geschwind, 2017; Sebalj et al., 2012); thus, non-academic talent will not achieve higher levels of engagement if the non-academic and academic relationship dynamic lacks trust or is poorly developed (Cropanzano et al., 2005). Non-academic and academic relationship dynamics will need to flourish if RIU is to achieve increased employee engagement.

In the first phase of the proposed solution, while academic colleagues are invited to join as advisory members for the proposed solution, after year three, a change implementation plan should be developed so as to strategically integrate academic leaders and staff into the Sustainable Talent Learning Plan process. Once both academic and non-academic leaders and staff jointly engage in developing a Sustainable Talent Learning Plan inclusive of all talent segments, RIU will be on the right path to apply strategic and integrated talent development practices for all employees and to increase employee engagement (Breevaart et al., 2015; Cropanzano et al., 2005; Dulebohn et al., 2012; Graen et al., 2010).

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